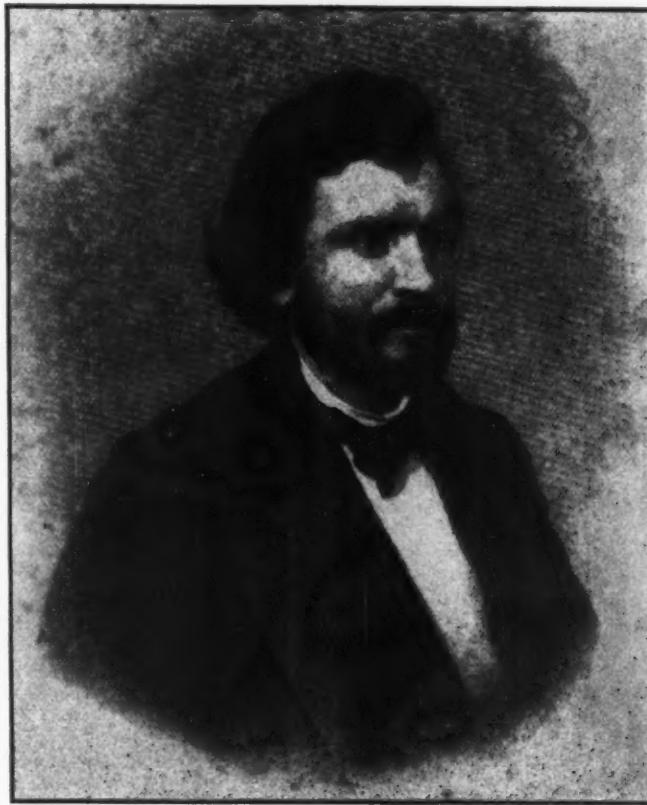


S I E R R A EDUCATIONAL NEWS

OCTOBER 1935

36,000 COPIES



John Swett, Founder of California Public Schools

CALIFORNIA TEACHERS ASSOCIATION



● Our modern diet of soft, too-well-cooked foods deprive gums of exercise. Gums need massage to supply this work they must have for health.

● Daily drills in gum massage now have a regular place in the curriculum of thousands of schools today. Rotating the finger on the outside of the jaw from the base of the gums toward the teeth is the classroom drill, while teachers explain how to use the tooth brush at home for massage.

● At home before a mirror children see how pressure whitens the gums for a moment before fresh blood replaces the sluggish blood dispersed by the massage.

This *Classroom Crusade* for Healthy Gums and Sound Teeth goes on and on!

TODAY teachers know that interesting lessons are always learned best. And that's why thousands of American educators have turned to class drills in gum massage. For the daily lesson in massaging the gums keeps children highly interested while they acquire a knowledge of oral hygiene that brings them inestimable health benefits later in life.

Dental science points out that today's soft, well-cooked foods rob gums of their natural exercise. And unexercised, neglected gums become weak, flabby. They tend to bleed. "Pink tooth brush" appears—a condition warning that more serious gum troubles may lie ahead—gingivitis, Vincent's disease, even pyorrhea.

Teach your pupils the health lesson of gum mas-

sage. For this massage supplies the work and exercise that gums need to stay firm and healthy. The classroom method is to rotate the index finger—representing the tooth brush—on the outside of the jaw from the base of the gums toward the teeth.

To aid the massage, many dentists recommend Ipana Tooth Paste. For not only does this splendid, modern dentifrice keep teeth clean and sparkling white, but it is especially designed to help the massage restore healthy firmness to the gums.

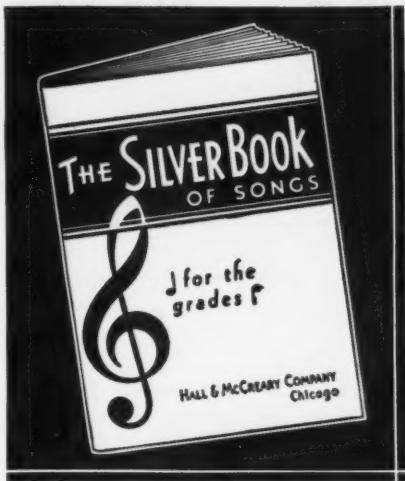
Try Ipana yourself. First clean your teeth with it. Then rub a little extra Ipana into your gums. Follow this treatment faithfully. You'll have whiter, brighter teeth, firmer, healthier gums, and a minimum of worry about "pink tooth brush."



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for three part unchanged voices and others for three part changing voices; and, finally, a good list of songs in standard four part arrangement but with tenors not too high and basses not too low. In addition, there are some good rounds, so useful in the teaching of part singing.

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At Sea	Country Garden	Happy Farmer	Now We Shall A-Feasting	Spring Heaven
Autumn Leaves	Cuckoo	Harvest Home	Go	Stormy Sail, A
Beloved, Let Us Love One	Daffodils	He Didn't Think	Ocean Trails	Swallows
Another	Dancing Lesson	Home on the Range	Old March Wind	Sweet and Low
Banny Scotsman	Dandelions	Hula	On Land and Sea	Swinging
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Bridge of Avignon	Down in the Valley	In Finland	Time	Thankful Song
Bring a Torch, Jeannette,	Elin Balloon	Island Song	Over the River and	There Is My Home
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Chinese Vegetable Man	Galway Piper	Merry Gardener	Silver Book Theme Song	Year's at the Spring
Christmas Bells	Goldenrod Is Waving	Mountain Climbers	Snowflakes' Race	

Unusually large type, well spaced, and most legible, is used in "**The SILVER BOOK**". The cover stock is similar in durability to that used on telephone directories. The center four pages are of very strong paper through which the stitches hold securely.

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SIERRA EDUCATIONAL NEWS

Official Publication of California Teachers Association
155 Sansome Street, San Francisco

John A. Sexson.....President
Roy W. Cloud.....State Executive Secretary
Vaughan MacCaughey, Editor

Volume 31



OCTOBER, 1935

No. 8

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California Teachers Association offers placement service at nominal cost to its members. Members seeking placement service should address Earl G. Gridley, 2163 Center Street, Berkeley; phone THornwall 5600; or Fred L. Thurston, 307 Continental Building, Fourth and Spring Streets, Los Angeles; phone TRinity 1558.

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The Valley of Flaming Leaves

J. F. ALLEN, *Yosemite*

YOSEMITE in Autumn — the Valley of Flaming Leaves! Most people visit Yosemite only in the summer-time. They miss what to old-timers in the Valley is one of the finest things about the place—its changing moods. No one can claim to know Yosemite unless he has seen it during all the four seasons. The superb scenic beauty of the Valley remains incomparable, no matter the time of year.

The most beautiful and least-known of all the seasons is autumn. Early in October the nightly frosts begin to color the oaks, the aspens, the maples, the dogwood and many other trees and shrubs—sparing only the evergreens. Over-

night the leaves turn to brilliant shades of red, brown, purple, magenta, orange and yellow. Seen from above, the Valley is literally a bowl of flaming color. Some one once said that it looked as though "the whole warm arc of a rainbow had dropped into the Valley."

After the first rays of sun strike the white frost it turns to dew in the grass. The warm, clear day begins. The air is so clear that the cliffs seem an arm's length away. The trees stand sharp and colorful against the deep blue sky. These days are ideal for brisk exercise or comfortable leisure.

Get away from the class-room for a weekend of exercise and relaxation in the beautiful



"The most beautiful and least-known of all the seasons is Autumn."—Photo by Ansel Adams



"In October the nightly frosts gloriously color the oaks."—Photo by Ansel Adams

playground. A long walk through the brilliant forest in ankle-deep, rustling leaves is an experience to long remember. And here are walks that are adventurous—trails take you up cliffs to all the favorite vantage points around the rim of the Valley, where the colorful panoramas spread out beneath you.

Thirty-five miles of oiled bridle-paths net the Valley floor. Many more miles of trails lead up into the high country. It is the perfect time of year for riding. Fine horses are available at the stables. Try the popular horseback breakfast. At 7:30 in the morning you mount your horse and ride out with the party to find your breakfast spread under the trees beside a rushing stream. Afterward you may ride for the rest of the morning.

For the fisherman there is endless sport in the Valley and in the accessible high country beyond. This fishing season so far has gone down in the records as the best in many years. The month of October should mark the high point. The water is just low enough to make the fishing perfect. In the Valley there are plenty of big fellows in the deep pools of the Merced River. It takes real skill to coax them out. In the river riffles and the streams, are smaller and less fastidious trout, but what a battle to get them to shore! It is real fishing!

There is golf to play. A mashie course in the grounds of The Ahwahnee and a full-length course at Wawona, a 45-minute motor drive, provide excellent sport. Wawona is noted as one of the finest mountain courses in America. The only complaint Yosemite golfers make concerns the added difficulty, with so much else to look at, of keeping an eye on the ball.

These are only a few of the activities which help to fill an autumn day in Yosemite. Others include: tennis, badminton, barbecues, cycling, tours to the Big Trees and other interesting places, nature walks and other recreations.

Cheery campfires are welcome features of the crisp evenings. Other evening entertainment includes moving-pictures, ranger-naturalist talks, singing and dances. The dramatic climax of the evening is the spectacular Fire Fall from Glacier Point.

Autumn is a perfect season in a perfect outdoor playground.

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Nov. 14	Plains
	Deserts
Nov. 21	Rivers
	The Sea

A Teacher's Manual may be obtained, free, by writing the STANDARD SCHOOL BROADCAST, 225 Bush St., San Francisco.

**STANDARD OIL COMPANY
OF CALIFORNIA**

On Cross-Country Highways

LEILA COLT, Teacher, Longfellow School
San Francisco

THOSE appallingly broad maps of our country, displayed in waiting-rooms and on classroom walls, have shrunk decidedly to my view. For, in a scant 8 weeks of vacation, my sister and I drove from the shores of the Pacific to the Atlantic, looped together a host of wonder-places, and swung back by an entirely different route. And the trip was neither difficult nor wearing; it was altogether delightful. Try it, to see for yourself!

From San Diego, we crossed Imperial Valley, and went on to the Grand Canyon and the Painted Desert in heat not too excessive. In Santa Fe and Taos we found all the charm the local writers colonies have claimed for them, and a perfection of Indian craftsmanship that surprised and thrilled us.

Raton Pass ended desert scenes for the time. The miles unrolled swiftly, bringing us, almost before we knew it, to Lincoln's home at Springfield and New Salem; then on to our capital, and to the beauty and hush of a Mount Vernon pilgrimage.

Northward we hurried through many busy cities, none equalling in their might the thrill of simple little Plymouth; along historic pikes; through New England's woodland; to quaint Quebec with its fortress, chateau, and shrine-bordered roads. Back in our own country, we watched in fascination Niagara's torrent and its mesmeric river. Reaching Chicago meant we were really homeward bound, and soon the Garden of the Gods, the Royal Gorge, even amethyst-walled Bryce, Zion with its mammoth tabernacles, and the stupendous construction work of Boulder dam were regrettfully left behind.

But the high-light of the trip was in Colorado. We had seen only desert in that state until a boyish mechanic seized our road-map, and penciled a blue arc upon it:

"Here's the only way to see Colorado," he said, "over Wolf Pass."

He was right. But it must have been at that moment that Death decided to take his famous holiday. For as we climbed, steeper and narrower grew the way, crumbling off into infinity at our right wheels edge; hairpin turn crowded upon hairpin curve, and we strained eyes and ears for oncoming cars, perhaps routed, as were we, by airy garage men. Passing in safety seemed a miracle.

Once, with the nose of our car still pointed sharply upward, our engine died. Horrible was the thought we might have to wait for a push from behind; sickening were our failures with the accelerator until at last the right throb responded. In one place we came upon a declivity in the mountain side that was choked and littered with fallen trees, ghost-grey, and flattened down all in the same direction; from then on we kept a speculative eye on the thunder clouds huddling ominously together.

On we climbed till we reached nearly 11,000 feet; then dropped down through an afternoon of rushing, winding descent. Here the mountain cliffs were gashed across with layers of red rock; sometimes, above the timber-line, they were capped with a slate-grey-green.

Suddenly, in the evening light, we came upon our greatest surprise. A tiny mining town, Silverton, lay still far below us, cramped in on all sides by mountains down whose steep sides tumbled cascades of color—flame-red, orange, yellow, and bronze! A giant had overturned his paint-buckets here, surely. We could hardly believe our astonished eyes, but had no time to gaze either at the outcroppings of color or at the mines on the slopes, for the pitch of the grade fairly hurled us down into the town.

It was dark when we drew up before the only shelter for tourists, just as a front tire sighed and went flat! Certainly luck had been with us! But our mountain drive had been wildly, magnificently beautiful, awe-inspiring rather than frightening.

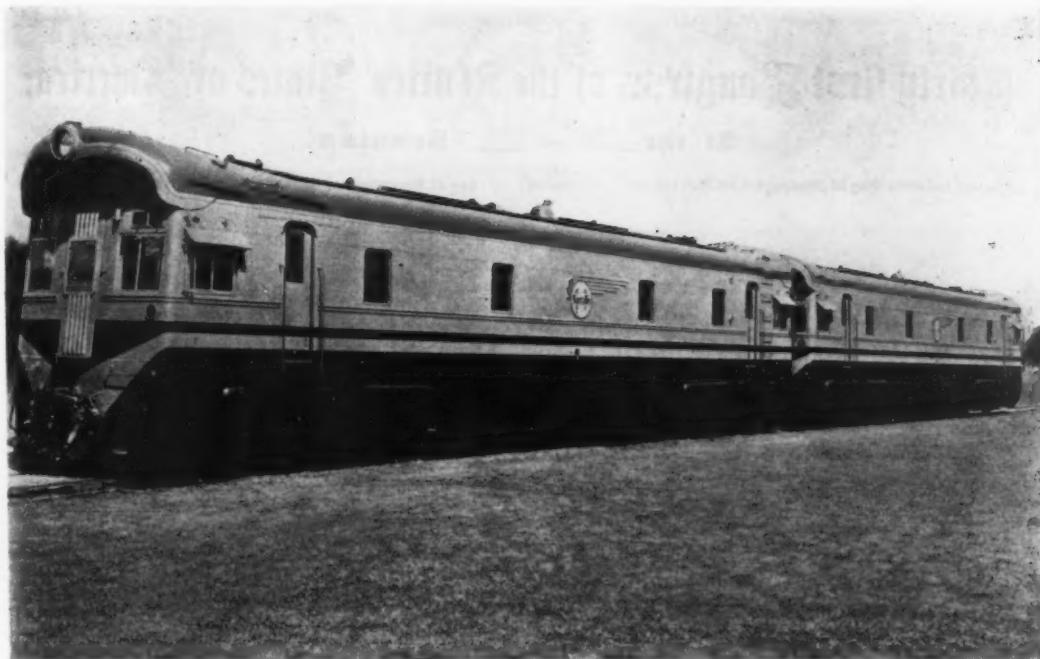
Some day I want to go back by the same way, to see again the grandeur of the whole region, and to learn the story of Silverton and of its plucky settlers.

WITH a whole country to explore, who would not go a-gipsying? From valleys and plains, mountains and canyons, even from populous cities, comes a rich renewal of life. And when the routine of duties again makes its claim, comforting is the remembrance of one more dream fulfilled. Isn't that promise enough for dreams in the future?

* * *

Twentieth Century Limited Cuts Time

A NEW schedule between Chicago and New York City for the New York Central's Twentieth Century Limited was established September 29. The run of 960 miles between the two cities is now made in 16 hours, 30 minutes. The previous schedule was 17 hours. It is understood that some of the New York Central officials favor a reduction in the time to 15 hours.



New Diesel Engine for Santa Fe

ANOTHER dramatic milestone in the spectacular drive by American railroads for higher speeds has been reached by the Santa Fe in its new Diesel locomotive, the most powerful ever placed in service. This new giant will haul the Santa Fe crack flier, The Chief, between Los Angeles and Chicago.

With 3600 horse-power, weight of 240 tons, and length of 127 feet, this new engine overshadows any previous application of Diesel power to railroad trains. It marks the greatest advance that has been made in applying the flexible and economical power of Diesels to trains on main line service.

The new locomotive is distinctive in appearance, even in this day of strangely-garbed competitors of the still highly efficient "iron horse." A pleasing streamlining has been obtained by skilful modifications in the steel jackets which enclose the machinery. The attractive color-scheme uses black, cobalt and sarasota blues, golden olive and pimpernel scarlet. An unusual application is made of the Santa Fe emblem, maltese cross in a circle, combined with the Indian chief's strong profile. The name "Super Chief," chosen for the train the big Diesel will draw, is etched on the ends of the locomotive.

This Diesel is in effect two locomotives. It consists of two identical units that can be op-

erated singly or coupled. These units are arranged for double-end operation, with operator's cab and control station at each end.

Among the many new features developed specially for this locomotive is the steam-generating unit for heating and air-conditioning the cars of the train.

Running time of the Santa Fe Chief, which for years has made the trip of 2,225 miles between Los Angeles and Chicago, has been cut from 61 hours of 1926 to the present schedule of 53 hours, 45 minutes. It is said that even faster time is possible with existing steam-locomotives, without sacrificing either the roominess or smooth-riding qualities of standard size and weight passenger cars. Should the Diesel improve materially on steam-locomotive schedules it will be because of its greater adaptability to track conditions and elimination of fuel stops and engine changes, rather than because of greater horse-power or engine speed.

The maximum safe speed of the new engine has been set at 98 miles per hour, a figure frequently equalled or exceeded by steam-locomotives for short distances. The Diesel's advantage is in its low center of gravity and rotating type of motive force, permitting much higher speeds over curves, bridges and other operating checks, than has been possible with the steam-locomotive.

169 21 Recd 10 Sept 1950

Public 24

Thirty-first Congress of the United States of America:

At the — First — Session.

Began and held at the City of Washington, on Monday, the Third day of December, one thousand eight hundred and forty-nine

AN ACT

For the admission of the State of California into the Union.

"Whereas the people of California have presented a constitution and asked admission into the Union, which constitution was submitted to Congress by the President of the United States by message, dated February thirtieth, eighteen hundred and fifty, and which, on due examination, is found to be republican in its form of government. Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the State of California shall be one, and is hereby declared to be one, of the United States of America; and admitted into the Union on an equal footing with the original states in all respects whatever. Section 2 And be it further enacted, That until the representatives in Congress shall be apportioned according to an actual enumeration of the inhabitants of the United States, the State of California shall be entitled to two representatives in Congress. Section 3 And be it further enacted, That the said State of California is admitted into the Union upon the express condition that the people of said State, through their legislature or otherwise, shall never interfere with the primary disposal of the public lands within its limits, and shall pass no law and do no act whereby the title of the United States to and right to dispose of, the same, shall be impaired or questioned; and that they shall never lay any tax or assessment of any description whatsoever upon the public domain of the United States, and in no case shall non-resident proprietors, who are citizens of the United States, be taxed higher than residents; and that all the navigable waters within the said State shall be common highways, and forever free, as well to the inhabitants of said State as to the citizens of the United States, without any tax, impost, or duty therefor. Provided, That nothing herein contained shall be construed as recognizing or rejecting the propositions tendered by the people of California as articles of compact in the ordinance adopted by the convention which formed the constitution of that State.—

Horace Greeley

Speaker of the House of Representatives

William R. King

President of the Senate pro tempore

Approved September 9th 1850.
Millard Fillmore
By request we publish above facsimile of the Act of Congress admitting California into the Union. This reproduction will be useful for history and civics classes. It is appropriate in our October issue, inasmuch as the Act, although signed by President Fillmore on September 9, 1850, was not received in California until October.

SIERRA EDUCATIONAL NEWS

OCTOBER 1935 • VOLUME 31 • NUMBER 8

John Swett

Roy W. Cloud

CALIFORNIA has had many distinguished educators. Every county of this state has had, at some time, a teacher or a superintendent who has given outstanding service. Many exceedingly worthy teachers have worked in small districts, where their influence has been great but where their real value has attracted but little attention. Some of the best teachers have accepted small assignments because of their inability to demonstrate their real worth.

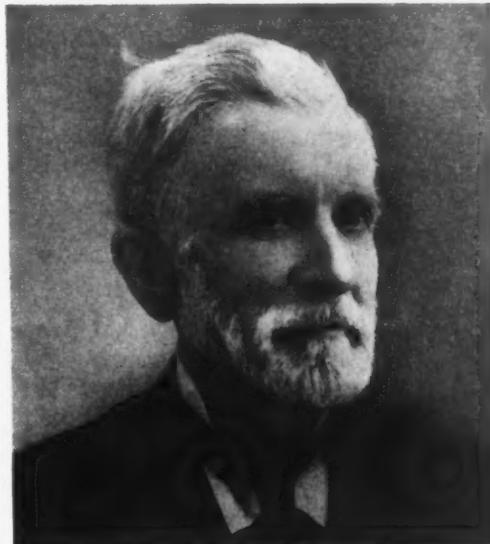
One who came to California in the early days of the state, possessing the power to instruct, to formulate new thoughts in education, and to inspire the citizens with the necessity of a good public school system, was John Swett. He, without doubt, did more to make his name a part of the history of education than any other educator connected with the public schools of California.

On the first day of February, 1853, John Swett sailed in through the Golden Gate. He didn't come to California to teach school. Because of ill health he had determined that he would lead an active life in the great outdoors. The gold fields of California had beckoned him from his native New England. For a while he prospected in the Feather River country. The gold that others apparently found so easily eluded him, so late in the fall of 1853 he applied for, and was appointed to, a teaching position in the San Francisco city schools.

Before the close of the year he became principal of the Rincon Grammar School of two teachers. For nine years he served the children and people of San Francisco.

At the election of 1862, on the Union ticket, he became the candidate for State Superintendent of Public Instruction. He was elected, but because of a change in the election laws, it was necessary for him to seek re-election the following year. He was again elected and served until 1867, when he returned to San Francisco as an elementary principal.

Two years later he became deputy superintendent of schools. Upon the formation in 1869



John Swett at the age of sixty. This portrait was loaned to us by his son, Frank Swett, of Berkeley. The portrait on the cover of this magazine was loaned to us by President A. J. Cloud, of San Francisco Junior College.

of the old "Girls High School," he became the principal. From 1889 to 1893 when he retired, John Swett was the city superintendent of schools in San Francisco.

During all of the 40 years in which John Swett served, he planned for the future of the California schools. It may be said of him more truly than of anyone else, that he was the father of the state school system. He outlined many of the beneficent laws which have helped to develop and maintain the schools of California as they are today.

John Swett came from one of the oldest English families in America. In 1642 his forbears left Devonshire, England, and settled in the Massachusetts Bay colony. He was born at Pittsfield, New Hampshire, on July 31, 1830.

On leaving school work in San Francisco in 1893, he retired to a ranch in the Alhambra valley of Contra Costa County. At this home,

educators from all over the world visited him, to get the inspiration and information which he was always willing to give.

August 22, 1913, this man of 83, who at the age of 23 had come to California for his health, passed on his work to others with the knowledge that he had fulfilled the motto which in early life he had adopted from Horace Mann. It was, "Be ashamed to die until you have won some victory for humanity."

* * *

Accomplishment

HONORABLE VIERLING KERSEY
State Superintendent of Public Instruction
Sacramento

GREAT pleasure resides in doing, but lasting satisfactions come from accomplishment. No year during the last five has brought the beginning of a new school year which could have been predicated upon a greater sense of accomplishment than the one just now beginning. The accomplishments of the profession, the accomplishments of individual members of our profession, and the accomplishments of American society during the last year all supply a basis for real satisfaction and stimulating anticipation as we plan for the future.

To list but a few of the accomplishments which are the basis of joy and satisfaction, the following may be mentioned:

I. The emergency situation in American life which was fraught with distress and suffering and which was met by our national administration and by the co-operative effort of the American people to the end that not alone are we sensing the accomplishment of great physical recovery, but as well we note progressive advances in morale recovery. It is rather simple to plan activities which will assure progress toward physical recovery. In the realm of those intangible developments which bear upon morale recovery it is only in terms of ethical, intellectual and spiritual values that progress toward accomplishment may be attained. Here a great emergency education program has stepped in and, in California, it has supplied employment for those unemployed in the ranks of our profession, as it has supplied instruction for those yearning for better foundation for straight thinking.

Another aspect of the emergency situation in the last five years is that which was occasioned by a distressing earthquake situation in our state. The manner in which educational forces,

including, of course, the co-operation of school board members and trustees, as well as the State Legislature, joined to meet this calamity is indeed a compliment to all. The safety of the lives of our children is one accomplishment in this connection and yet the replacement of weak, faulty buildings with safe structures which are, in addition, modern in every educational aspect, is a further assurance of greater educational advantage for youth.

The recent announcement of the youth program indicating that in this emergency, recovery cannot be attained except as youth is protected and encouraged as security for their future is contemplated, is one great added step in advance under this heading of accomplishment due to the emergency.

The impetus to early childhood education, the extension of adult education, and the recognition of education as a factor in the recovery of the American people are truly accomplishments we have a right to recognize and enjoy. Just now there is very definite recognition of the fact that sound thinking and reliable judgment founded upon proper education are the best approaches to the stabilization of American loyalties, and the protection of American institutions is, as well as being a compliment, a challenge as we in the profession anticipate the new year.

Out of the emergency in American life has grown also a consciousness that crime and its ravages are to be dealt with to the end that crime shall be reduced. It appears that the American people now "will to eliminate crime." It is truly certain that the educational implications of this "willing" involve teachers, teaching and educational administration in specific responsibilities.

Progress in Public Relations

II. During the last three years, largely through the impetus given by the State Department of Education with the co-operation of those agencies in local areas and state-wide as well, great progress in the field of public relations has been accomplished. The assured friendship toward the schools of vast groups of informed and understanding citizens such as the 200,000 members of the California Congress of Parents and Teachers; the thousands of members in women's organizations, such as the California Federation of Women's Clubs, business and professional women's groups, the League of Women Voters; join with these the American Legion, Department of California; California State Federation of Labor; and other

prominent organizations to mention just a few, has resulted in an improvement of public attitude toward the schools, toward the educator and toward the need for adequate support for a sufficient amount of educational opportunity for the people of our commonwealth.

The 1935 Legislature

Probably the most direct accomplishment to be accredited to this public relations program is the friendly attitude and expression toward our profession of the 1935 State Legislature. Its enactments in behalf of children, for the benefit of teachers and for the organization of the structure of our public school system are historic when the educational legislation of the years is reviewed. We must not forget another result of this public relations program which we may view with the satisfaction of real accomplishment, and that is the enactment and approval by the people at the insistence of educational leadership of the Riley-Stewart plan which truly makes education more nearly a state function and which greatly relieves the common property taxpayer of an excessive, unfairly distributed burden in the support of education.

Improved Professional Spirit

III. Another, and certainly a most important area in which joy of accomplishment may be noted, is that which has to do with an improved professionalism, expressed through the various professional organizations in our state and expressed especially through the unity of these organizations as they worked together for common purposes during the legislative session. The accomplishments which can be accredited to this unity compliment every teacher and every loyal member of our profession, every school trustee and school board member. This progress implies that the National Education Association, the California Teachers Association, local and special teachers associations, the California School Trustees Association with its local groups, the Public School Business Officials Association, California School Employees Association, should each receive consideration as we plan professionally for our next year.

If we may but frequently review the accomplishments of the recent past, out of the satisfaction those accomplishments give us, we may plan with extraordinary strength for the challenging aspects of American life which have

direct implications for us in the classroom, in the principal's office, in the superintendent's service, and as school employees or school board members.

THREE is certainly no enduring accomplishment in education which does not directly reflect compliment and appreciation to the teacher in the classroom. What we do for children is the justification of the program of which we are a part. Good feeling toward education in California means deep appreciation for teachers. No greater joy could infect us as we begin a new year than the joy which comes from being appreciated. For the State Department of Education and for my own particular office I express greetings, good wishes, and a deep-seated sentiment of appreciation, hoping that during the new school year we may serve you.

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Reading Disabilities

THIRD annual research bulletin of National Conference on Research in Elementary School English is entitled *Reading Disabilities and Their Correction*. It contains an introduction by Dr. E. A. Betts, superintendent of practice, State Normal School, Oswego, New York, a summary of 43 recent research studies, and an annotated bibliography of 46 books and articles. Copies may be obtained by addressing the secretary, C. C. Certain, Box 67, North End Station, Detroit, Michigan, price 50 cents. A few copies of the second yearbook, *A Critical Summary of Selective Research in Elementary School Composition, Language, and Grammar*, are still available and may be ordered at 50 cents each.

* * *

A Youth Survey

MRS. MURIEL EDWARDS, Santa Barbara County superintendent of schools, at the recent opening of all Santa Barbara city and county schools for another school year, issued a notable statement.

She declared in part: "We believe this is the time to develop idealistic community standards. In recognition of greater demands and new responsibilities, we are furthering our guidance program by launching a carefully planned youth survey in every district. We hope to contribute to the adjustment of our young people through knowledge concerning the academic, mechanical, physical and social abilities and interests of each individual."

The Teacher Tenure Law

Roy W. CLOUD

GOOD teachers have been protected in the schools of California by statutory regulations since 1911. The first teacher-tenure law was simple in its application and merely specified that unless a teacher was notified by June 10 that her services would not be required, the teacher was automatically re-elected for the following year. This law continued in force until 1921 when a more specific teacher tenure law was enacted.

The 1921 act safeguarded the security of teachers in schools of seven or more teachers. The constitutionality of this law was attacked on the grounds that it was discriminatory because teachers in all school districts of the state were not affected alike by its provisions.

In 1927, while a case was still pending in the Supreme Court to determine its constitutionality, modifications were made in the teacher tenure law. This modified act automatically conferred the protection of tenure upon teachers in all districts after they had completed three consecutive years of service in any California school district and had been re-elected for the fourth year.

The 1927 tenure law became exceedingly unpopular. Trustees in the smaller districts complained that their inability to remove incompetent teachers deprived the children of their educational rights. The trustees maintained that tenure might be fair in schools in which transfers of teachers could be made, but unless teachers could be shifted from one school or grade to another, unfairness resulted.

Because of the controversies thus engendered, the teachers of California began a study which resulted in 1931 in the introduction of a further modified tenure bill in the California Legislature. This bill provided that teachers having tenure should continue to enjoy its protection, but that in the future, teachers who were employed in school districts of fewer than 300 pupils in average daily attendance, could not retain their positions unless elected from year to year by the governing boards. The Supreme Court had decided, late in 1927, that a law was not discriminatory which fixed a definite size of a school district which could enjoy the privileges of tenure. Much discussion in the Legislature resulted from the introduction of the 1931 modification. On the floor of the

Assembly the bill was changed, the average attendance requirement was raised from 300 to 850. In this form it passed both the Assembly and the Senate and became the law.

Considerable agitation on the part of school trustees continued after the adoption of the 1931 act. At the 1933 session of the Legislature attempts were made to modify the law or to entirely abolish it. These attempts failed.

Early in 1933 California Teachers Association resumed the study of tenure with an expressed hope that the trustees of the state would offer suggestions or accept amendments which would make the tenure law acceptable to all school officials.

Committees of both the School Trustees Association and California Teachers Association presented suggestions for a legislative proposal. A number of the suggestions made by the trustees were accepted. A complete agreement, however, was not reached between the trustees and the teachers. Objections were not made to the bill by representatives of the trustees at the various committee hearings held during the session of the 1935 Legislature.

Tenure, as in the past, will apply only to districts in which the average daily attendance is 850 or more. Trustees in districts of fewer than 850 pupils in average daily attendance may confer tenure rights upon their teachers should the trustees so desire.

THE 1935 law differs from previous tenure acts in several respects. Among the important changes are:

1. An age limit of 65 years is set, after which tenure protection is no longer retained by the teacher. The teacher who has arrived at the age of 65 may be re-elected from year to year at the pleasure of the governing board of the school district. If a teacher is dismissed at the age of 65, certain retirement rights are conferred upon him.

2. No teacher in the future can secure double tenure, i.e., under the old law teachers could attain permanent status in both day school and night school positions. The new law permits tenure is only one position.

3. Tenure rights will not be affected by the union, or disunion, or change of boundaries of school districts.

4. In one or more districts governed by the same board of trustees, the transfer of a teacher from the high school to the elementary school or to the junior college, or vice versa, will not affect tenure status.

5. A major change made by the new law is the manner of dismissal of permanent teachers. The trustees will now give notice of dismissal. If the permanent teacher is not willing to accept dismissal, the matter is taken directly to the courts. The entire procedure is given in detail in the accompanying tenure law.

If a teacher is to be dismissed for immoral conduct or conviction of a felony or a crime involving moral turpitude, dismissal can be made at any time during the school year.

The causes for dismissal of permanent teachers are specifically set forth as follows: "Immoral or unprofessional conduct, commission or aiding or advocating the commission of acts of criminal syndicalism, dishonesty, incompetency, evident unfitness for service, physical or mental condition unfitting the teacher to instruct and/or associate with children, persistent violation of or refusal to obey the school laws of California, or reasonable regulations prescribed for the government of the public schools, by the State Board of Education or prescribed by the governing board of the school district employing said employee, or conviction of a felony or of any crime involving moral turpitude."

These causes give sufficiently wide latitude so that any teacher who is not conducting himself in a befitting manner, or who does not obey reasonable rules and regulations, can be dismissed.

It will be necessary, however, for school officials to follow exactly the directions of the law in making dismissals. A great number of the tenure cases taken before the courts in the past have been decided against the districts because of failure to observe the procedure for dismissal prescribed by law.

The new law specifies the procedure whereby the number of permanent teachers may be decreased if necessary.

IT is to be hoped, because of these changes, that tenure will not prove objectionable to the school trustees and that objections will not be made to the re-election of probationary teachers after they have completed three years of successful service. The three years of probation should give governing boards ample opportunity to determine whether or not a teacher is suitable for the schools of their locality. It also should enable them to determine whether or not they desire to have such an individual become a permanent resident of their community.

Teachers are public employees. A large percentage of their salaries is paid by the state. State employees other than teachers are protected by state civil service. Teacher tenure is a phase of civil service. Equal protection should be afforded the teachers with that given to other public employees.

Probationary teachers in the city of Los Angeles and after July 1, 1936, in San Francisco, are protected by special legislation. We confidently hope that similar rights will be conferred upon probationary teachers by the other school districts of California with 850 or more pupils in average daily attendance.

National Recreation Congress

TWENTY-FIRST National Recreation Congress, sponsored by the National Recreation Association, will be held in Chicago, September 30 to October 4, 1935, at the Sherman Hotel. Dr. John H. Finley, associate editor of The New York Times and formerly Commissioner of Education of New York State, will preside. The wide interest of school, park and recreation agencies in recreation projects conducted as employment measures is expected to attract many delegates in addition to the park, school and recreation officials usually attending this conference.

Another special feature will be a series of tours to parks, playgrounds, water front facilities and other recreational developments in the city of Chicago whose recreation system has deeply influenced the general recreational movement in the United States.

Besides a full program of addresses and dis-

cussion meetings the Congress will offer the consultation service of specialists in music, drama, crafts, games, athletics, social recreation, park recreation, school play activities and other leisure interests. There will be extensive exhibits.

For further information address T. E. Rivers, Secretary, National Recreation Congress, 315 Fourth Avenue, New York City.

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FAAMILIAR Birds of the Pacific Southwest" with size and color key, by Florence Van Bechten Dickey, is a beautiful manual, with 102 full-color reproductions from photographs chiefly by Donald R. Dickey, published by Stanford University Press. It is a reliable guide to 122 species of Western birds.

It continues the valuable series of nature handbooks issued by Stanford University Press, preceding volumes being "The California Deserts," by Jaeger and "West Coast Shells," by Keep and Baily.

The Teacher Tenure Law: Full Text

Provisions of School Code (Including 1935 Amendments) Relating to the Employment, Classification, Dismissal, Resignations and Leaves of Absence of Certificated Employees of School Districts.

DIVISION V—TEACHING FORCE

PART III—PRINCIPALS AND TEACHERS.

CHAPTER I—EMPLOYMENT

Article I—Employment of Persons for Positions Requiring Certification Qualifications.

5.400. The term governing boards of school districts as used in this Part III means boards of school trustees, and city, and city and county boards of education.

Governing boards of school districts shall have power and it shall be their duty to employ persons in public school service requiring certification qualifications as provided in this code.

5.401. Persons in positions requiring certification qualifications may be elected for the next ensuing school year on or after the first meeting of the governing board of the district as reorganized on the first day of May, and each person so elected shall be deemed re-elected from year to year except as hereinafter provided.

5.402. Any certificated employee not under permanent tenure who shall fail to signify his acceptance within twenty days after notice of his election or employment shall have been given him or mailed to him by United States registered mail with postage thereon prepaid, to such employee at his last known place of address, by the clerk or secretary of the governing board of the school district, shall be deemed to have declined the same.

5.403. The county superintendent of schools shall be given immediate notice in writing by the governing board of the district of the employment of persons for positions requiring certification qualifications, on blanks furnished by the superintendent of public instruction, stating the name and address of each person so employed.

5.404. Nothing in this Part shall be construed in such manner as to deprive any person of his rights and remedies in a court of competent jurisdiction on a question of law and fact.

5.405. Nothing in this Part shall be construed so as to repeal or negate any provisions concerning employees of school districts contained in the charter of any city, county, or city

and county, heretofore or hereafter adopted and approved in conformity with Article XI of the constitution of this state.

5.406. All employments under the provisions of this Part shall be subordinate to the right of the Legislature to amend or repeal this Part or any provision or provisions thereof at any time, and nothing herein contained shall ever be held, deemed or construed to confer upon any person employed pursuant to the provisions hereof a contract which will be impaired by the amendment or repeal of this Part or of any provision or provisions thereof.

5.407. Nothing in this Code shall be construed as prohibiting the employment of persons in positions requiring certification qualifications for less than a full school year in temporary schools or classes.

5.408. The governing board of any school district, subject to such rules and regulations as may be prescribed by the State Board of Education, and notwithstanding anything to the contrary in an act entitled "An act to secure to native born and naturalized citizens of the United States the exclusive right to be employed in any department of the State, county, city and county, and city government in this State, except in certain schools, to validate certain acts, and to repeal all acts in conflict therewith," approved May 19, 1915, may enter into an agreement, through the State Department of Education with the proper authorities of any foreign country, or State, Territory or possession of the United States, or other district within this State, for the exchange and employment of teachers having permanent classification, employed in any school district, also teachers, whether or not having permanent classification, employed in districts having an average daily attendance of less than eight hundred fifty pupils, and teachers employed in the public schools of such foreign country or State, Territory or possession, or other district within this State, of a grade corresponding to that in which the teachers of said district are employed. Any teacher employed as herein provided shall be known as an "exchange teacher." No such exchange shall be made without the consent of the teacher to be exchanged.

No exchange teacher may be employed by a school district in this State unless such teacher holds a valid credential issued by the State Board of Education authorizing such exchange teacher to teach in the school district proposing to employ such exchange teacher for a period not to exceed one year; provided, however, by unanimous consent of the governing boards, and the certificated employees concerned, this period may be extended to two years. The State Board of Education is hereby authorized to establish minimum standards for such credential.

5.409. Acceptance of any such exchange position by any employee of any school district in this State shall not affect the right of such employee to the permanent classification to which he shall be entitled, at the time of such acceptance, under the provisions of this code, or any rights of such employee under the State teachers retirement salary provisions of this code, or under any local or district retirement plan, or system and the time served in such exchange position shall be counted as time served in the service of the district in which such teacher is employed immediately prior to acceptance of such exchange positions in determining the status of such teacher under the provisions of this Part III, and under the provisions of this code relating to State retirement salary, and under any local or district retirement plan of such district.

Article II—Employment of Principals.

5.410. Boards of school trustees, and city, and city and county boards of education shall have power and it shall be their duty to employ a principal for each school under their control.

5.411. Whenever in their judgment it may be deemed advisable, the board of trustees for any union or joint union school district may unite with the trustees of any other school district, single, union or joint, in the employment of a supervising principal, who shall devote such time to the supervision of instruction in the several school districts as may be agreed upon by the several boards of trustees.

CHAPTER II—QUALIFICATIONS.

Article I—General Provisions.

5.420. Governing boards of school districts shall have power and it shall be their duty to employ for positions requiring certification qualifications, only persons who hold legal certificates in full force and effect and on file at the time such employment becomes effective in the office of the county superintendent of schools, to serve as temporary, exchange, substitute, probationary or permanent employees.

Article II—Principals.

5.430. No person shall be employed as principal of a school of more than five teachers unless he is the holder of a valid teacher's certificate and a valid school administration certificate of the same grade as the school to be administered.

5.431. A substitute principal holding a valid teacher's certificate of the same grade as the school to be administered may be employed without an administration certification to meet an emergency for not more than five months of any school year.

Article III—Teachers.

5.440. No person is eligible to teach in any public school in this state, or to receive a certificate to teach who has not attained the age of eighteen years.

5.441. No teacher shall be employed to teach in any way in any school if the certificate held by the teacher is of a grade below that of the school or class to be taught.

5.442. No teacher holding a special certificate shall be employed to teach any subject not authorized in such certificate.

5.443. Holders of existing primary certificates, or of the same when hereafter renewed, shall be eligible to teach in any grades of the day or evening elementary schools below the sixth year and not including the kindergarten grades.

5.444. No teacher holding a certificate below the grade of a school shall be employed to teach the same.

5.445. Each teacher in a joint elementary district shall hold a valid certificate in the county in which the schoolhouse is located.

5.446. In all schools having more than two teachers, beginners shall be taught by teachers who have had at least two years' experience, or by teachers who have had training equivalent to such experience as determined by the state department of education.

5.447. The qualifications of home teachers shall be a regular kindergarten-primary, elementary or secondary certificate to teach in the schools of California and special fitness to perform the duties of a home teacher.

5.448. Only teachers who are legally qualified to teach in the public schools of the state shall be eligible to teach in vacation schools of corresponding grade.

5.449. The holders of special city, or city and county, certificates are eligible to teach the special branches mentioned in their certificates

in the grades of all the schools in the city, or city and county, in which such certificates were granted corresponding to the grade of said special certificates.

5.450. The holders of city, or city and county, certificates are eligible to teach in cities, or cities and counties, in which such certificates are granted, in schools or classes of grades corresponding to the grades of such certificates.

5.451. Teachers in parental schools shall have the same qualifications and be employed in the same manner as in other primary and grammar schools of the city, city and county, or school district in which the parental school is situated.

Article IV—Librarians.

5.460. No librarian shall be employed for more than two hours a day in any elementary or secondary school, unless such librarian holds a valid secondary school certificate or a special teacher's certificate in librarianship of proper grade, granted in accordance with the provisions of this Code.

5.461. Such librarians when employed full time as librarians, or serving full time, partly as librarians and partly as teachers shall rank as teachers.

Article V—Supervisors.

5.470. No one shall be employed to supervise the work of teachers for more than half time during any school week unless he is the holder of a valid teacher's certificate authorizing him to teach in the schools and classes in which he is to supervise instruction and a valid supervision certificate.

5.471. The holder of a valid school administration certificate may supervise general instructions in all subjects.

Article VI—Physical Inspectors.

5.480. The qualifications of physical inspectors shall be as provided in this Article.

5.481. For a physician, an unrevoked certificate issued by the state board of medical examiners and a health and development certificate.

5.482. For a teacher, a life diploma of California or a special credential in physical education, and a health and development certificate.

5.483. For an oculist, a California certificate to practice medicine and surgery and a health and development certificate.

5.484. For a dentist or a dental hygienist, a certificate issued by the state board of dental

examiners of the State of California and a health and development certificate.

5.485. For a nurse, a certificate of registration issued by the California state board of health and a health and development certificate.

5.486. For an optometrist, a certificate issued by the state board of optometry of the State of California and a health and development certificate.

Article VII—Special Lecturers in High Schools.

5.490. The principal of any high school in which there are special day and evening classes, or the principal of any evening high school at his discretion may employ when so directed by the governing board of the school district, special lecturers well qualified in their subjects to speak before such classes, without such lecturer being required to hold a teacher's certificate.

5.491. Permission for the employment of such lecturer shall be previously obtained from the commission of credentials of the state department of education.

5.492. Such lecturer can not be employed in any school for more than four lectures each term.

CHAPTER III—CLASSIFICATION OF PERSONS IN POSITIONS REQUIRING CERTIFICATION QUALIFICATIONS

Article I—Permanent.

5.500. Every employee of a school district of any type or class, who after having been employed by the district for three complete consecutive school years in a position or positions requiring certification qualifications, is re-elected for the next succeeding school year to a position requiring certification qualifications shall, except as hereinafter otherwise provided, at the commencement of said succeeding school year, be classified as and shall become a permanent employee of the district.

Provided that nothing in these parts shall be construed to give permanent classification to a person in the evening school who is already classified as a permanent employee in the day school; provided further, that in case a teacher obtains permanent classification in the evening school and later is eligible for the same classification in the day school by reason of having served the probationary period therein, he shall be given his choice as to which he shall take. Nothing in this section contained shall be construed to affect the classification of any employee as it exists at the time this act takes effect.

5.501. Every employee of a school district of any type or class, having an average daily attendance of less than 850 pupils, who, after having been employed by the district for three complete consecutive school years in a position, or positions, requiring certification qualifications and is re-elected for the next succeeding school year to a position requiring certification qualifications, may be classified by the governing board of the district as a permanent employee of the district. If said classification be not made the employee shall not attain permanent status and may be re-elected from year to year thereafter without becoming a permanent employee until said classification is made.

5.502. A permanent employee when advanced from a teaching position to an administrative or supervisory position, or assigned any special or other type of work, or given special classification or designation requiring certification qualifications, shall retain his permanent classification as a classroom teacher. Persons employed in administrative or supervisory positions requiring certification qualifications upon completing a probationary period, as hereinbefore provided, including any time served as a classroom teacher if any, in the same district, shall, in districts having an average daily attendance of 850 or more pupils, be classified as and shall become a permanent employee as a classroom teacher. In districts having an average daily attendance of less than 850 pupils, they may be so classified. A person employed in an administrative or supervisory position by more than one district shall be given permanent classification in whichever district he may select for such permanent classification. Provided that other permanent classification shall be given to such employee in a district situated within, partly within, or coterminous with a city, or city and county, where the charter, if any, of such city, or city and county, provides for such other classification.

5.503. A probationary employee who, in any one school year, has served for at least seventy-five per cent of the number of days the regular schools of the district in which such employee is employed are maintained shall be deemed to have served a complete school year; provided that in case of evening schools, seventy-five per cent of the number of days such evening schools of the district are in session shall be deemed a complete school year.

5.504. Nothing in this Article shall be construed as affecting any permanent employee classified as such at the time this section takes

effect nor shall any decrease in the average daily attendance of any school district operate to deprive any permanent employee of the district of his classification as such.

5.505. Excepting in districts situated within, partly within, or coterminous with the boundaries of a city, or city and county, where the charter, if any, of such city, or city and county provides an age at which employees, including certificated employees of such districts, shall be retired, when a permanent employee reaches the age of sixty-five years, or if a permanent employee has reached the age of sixty-five years, the permanent classification of such employee shall cease and thereafter employment shall be from year to year at the discretion of the governing board; provided that any certificated employee who is not re-employed under the provisions of this section, and who has not completed the requirements for full retirement salary, shall be deemed to have been retired on account of physical disability within the meaning of the provisions of this code relating to retirement of certificated employees of school districts. Provided that the effective date of this section shall be September 1, 1937.

5.506. Every certificated permanent employee of any school district which has provided a retirement salary for such employee supplementary to the State retirement salary, shall be retired at the close of the school year in which he attains the age of compulsory retirement provided in the teacher retirement plan of such district, provided that such age is not less than sixty-five years; provided further, that any certificated employee retired under the provisions of this section and who has not completed the requirements for full retirement salary, shall be deemed to have been retired on account of physical disability within the meaning of the provisions of this code relating to retirement of certificated employees of school districts.

Article II—Probationary.

5.510. Governing boards of school districts shall have power and it shall be their duty to classify as probationary employees, those persons employed in positions requiring certification qualifications for the school year, and who have not been classified as permanent employees under the provisions of this code, or as substitute employees, as provided for in section 5.520 of this code.

5.511. The classification shall be made at the time of employment and thereafter in the month of July of each school year.

Article III—Substitute.

5.520. Governing boards of school districts shall have power and it shall be their duty to classify as substitute employees those persons employed in positions requiring certification qualifications, to fill positions of regularly employed persons absent from service.

Article IV—Temporary.

5.521. Governing boards of school districts shall have power and it shall be their duty to classify as temporary employees those persons requiring certification qualifications, other than substitute employees, who are employed to serve from day to day during the first three school months of any school term to teach temporary classes not to exist after the first three school months of any school term or to perform any other duties which duties do not last longer than the first three months of any school term, or to teach in schools of migratory population for not more than four school months of any school term. Provided also that if the classes or duties continue beyond the first three school months of any school term, or four school months for schools for migratory population, the certificated employee so employed under the provisions of this section, unless a permanent employee, shall be classified as a probationary employee. The school year may be divided into not more than two school terms for the purposes of this section.

CHAPTER IV—RIGHTS AND DUTIES.

CHAPTER V—TEACHERS INSTITUTES.

CHAPTER VII—RESIGNATIONS, DISMISSALS AND LEAVES OF ABSENCE.

Article I—Resignations.

5.640. Governing boards of school districts shall have power and it shall be their duty to accept the resignation of any employee and to fix the time when such resignation shall take effect, which date shall not be later than the close of the school year during which such resignation shall have been received by the board.

Article II—Dismissal of Permanent Employees.

5.650. No permanent employee shall be dismissed except for one or more of the following causes: immoral or unprofessional conduct, commission or aiding or advocating the commission of acts of criminal syndicalism, as prohibited by Chapter 188, Statutes of 1919, or in any amendment thereof, dishonesty, incompetency, evident unfitness for service, physical or mental condition unfitting him to instruct and/or associate

with children, persistent violation of or refusal to obey the school laws of California, or reasonable regulations prescribed for the government of the public schools, by the State Board of Education or prescribed by the governing board of the school district employing said employee, or conviction of a felony or of any crime involving moral turpitude.

5.651. Upon the filing of written charges, duly signed and verified by the person filing the same, with the governing board of the school district, or upon a written statement of charges formulated by the governing board, charging that there exists a cause or causes, for the dismissal of a permanent employee of said district, the governing board may, upon majority vote, except as hereinafter provided, if it deems such action necessary, give notice to the said permanent employee of its intention to dismiss him at the expiration of thirty days from the date of service of such notice, unless said employee demands a hearing as hereinafter provided. Such notice must not be given between May 15 and September 15 in any year; it must be in writing and served upon the employee personally or by United States registered mail addressed to such employee at his last known address. A copy of the charges filed together with a copy of this Article shall be attached to the notice. If the employee does not demand the hearing herein-after provided for, he may be dismissed at the expiration of such thirty day period.

5.652. Governing boards of school districts shall not act upon any charges of incompetency other than incompetency due to physical or mental disability unless during the preceding term or half school year prior to the date of the filing of such charge, and at least ninety days prior to the date of such filing, the board or its authorized representative shall have given the employee against whom the charge is filed, written notice of such incompetency, specifying the nature thereof with such particularity as to furnish the employee an opportunity to correct his faults and overcome his incompetency.

5.653. Upon the filing of written charges, duly signed and verified by the person filing the same with the governing board of a school district, or upon a written statement of charges formulated by the governing board, charging a permanent employee of said district with immoral conduct, or conviction of a felony or of any crime involving moral turpitude the said governing board may, if it deems such action necessary, immediately suspend said employee from his duties and give notice to said employee of his suspension, and that thirty days

after service of such notice, he will be dismissed, unless said employee demands a hearing as hereinafter provided. Said notice of suspension and intention to dismiss, must be in writing and served upon the employee personally or by United States registered mail addressed to said employee at his last known address. A copy of the charges filed, together with a copy of this Article, shall be attached to such notice. If said employee does not demand the hearing hereinafter provided for, within such thirty day period he may be dismissed upon the expiration of thirty days after service of such notice.

5.654. When any employee who has been served with notice of the governing board's intention to dismiss him, shall demand such hearing, the governing board shall have the option either to (1) rescind its action, or (2) file a complaint in the superior court of the county in which the school district or the major part thereof is located, setting forth the charges against such employee and asking that the court inquire into such charges and determine whether or not such charges are true, and if true, whether or not they constitute sufficient grounds for the dismissal of such employee, under the provisions of this code, and for judgment pursuant to its findings.

The employee within ten days after service upon him of the summons, and a copy of the complaint may demur to such complaint or may file an answer, to which the governing board may demur. If the employee shall fail to answer or demur within such ten day period, or any extension thereof, made by stipulation or order of court, his default shall be entered and judgment shall be entered by the court declaring the right of the governing board to dismiss such employee. Both the complaint and the answer shall be verified. Demurrers to the complaint or answer may be upon any of the grounds specified in the Code of Civil Procedure for demurrer to a complaint or answer, and procedure on such demurrer shall be the same as in any civil proceeding. When the employee has filed his answer to such complaint, either party may, upon five days' notice to the other, move the court to set the matter for trial. Such proceeding shall be set for trial at the earliest possible date and shall take precedence over all other cases, except older matters of the same character and matters to which special precedence may be given by law. Upon motion of either party, or on its own motion, the court may appoint three disinterested persons over twenty-one years of age as referees, to ascertain the facts and report their

findings to the court. The persons appointed as such referees must be persons of suitable experience and educational qualifications, and in sympathy with the merit system for employing teachers.

Each of such referees within five days after his appointment must take and file with the court an oath to discharge his duties faithfully and impartially. If any of such referees fails to qualify, or resigns, or is removed by order of court, or is, or becomes unable to act, the vacancy so created shall be filled by the court. The referees shall at once organize by electing one of their number chairman, and shall fix a date and place for a hearing which date shall be not less than ten days and not more than twenty days after the date of their appointment, but either the board or the employee shall have the right to one continuance for a period of not more than ten days. The hearing shall be open to the public except upon stipulation of the parties. Written notice of the time and place of the trial or hearing shall be served upon the employee or his attorney at least five days before the date of the hearing. Upon the date set for the trial or hearing, both the board and the employee shall have the right to be represented by counsel, and to introduce such testimony and other evidence as may be relevant to the issue. The referees shall have power to examine witnesses under oath, to be administered by any of them, and the referees and either party may have subpoenas issued by the clerk requiring the attendance of witnesses or the production of evidence before them. All records regularly kept by the governing board concerning employees which relate to the employee charged shall be admissible in evidence, but no dismissal, or judgment that a governing board may dismiss may be made on said records alone. Technical rules of evidence shall not apply to hearings before such referees. They shall make and file with the court a written report of their findings, and of their necessary expenses, within thirty days after their appointment, but such time may be extended by the court, for good cause shown for an additional period not exceeding sixty days; provided that if any vacancy in the referees is created and filled, or if new referees are appointed, or a new report from the same referees ordered, the time for the filing of such report shall run from the date of filling such vacancy or appointment of new referees or ordering a new report from the same referees. Any majority of such referees, who have been present during the entire hearing or trial and who agree thereto may make such report. Attached to such report shall be a

complete transcript of all the testimony and evidence, which shall be taken by a competent reporter who shall be paid by such governing board. A copy of such report and such transcript shall be delivered to each of the parties.

Upon the filing of such report the court, upon motion of either party, must set a day for hearing the same, not over fifteen days thereafter. Notice of the time and place of such hearing must be served upon the other party at least five days before the time so set.

Either party may file exceptions, in writing, to such report, specifying the grounds upon which such exceptions are based, at any time within not less than two days prior to the hearing; and any party so filing such exceptions may appear at the hearing of said report and contest the same.

After hearing the report and any exceptions thereto, the court may confirm the report or may set aside the report and order a new report from the same referees or from other referees appointed by it, in which case the same procedure shall be had as upon the first reference.

The court in its discretion may take additional evidence of or concerning any fact with respect to which the report of the referees is not sufficient to justify a judgment.

No witness shall be permitted to testify at such trial or hearing before such referees, except upon oath or affirmation. No testimony shall be given or evidence introduced relating to matters which occurred more than three years prior to the date of the filing of such complaint. This shall not be construed to prevent the introduction in evidence of records regularly kept by the governing board concerning the employees, but no judgment permitting the dismissal or suspension of any employee shall be made or entered based on charges or evidence of any nature relating to matters occurring more than three years prior to the filing of such complaint.

After the trial or after hearing the report of the referees, as hereinbefore provided, the court shall make and enter its judgment which judgment may be at variance with any report of any referees appointed by it, and which judgment shall determine whether or not the governing board may dismiss such employee.

If the judgment shall determine that such employee may be dismissed, the governing board may dismiss him upon entry of the judgment; otherwise the employee may not be dismissed as the result of such charges or of any

charges which could have been made or heard at such hearing.

Should the cause be incompetency due to physical or mental disability, in lieu of dismissal the judgment may require the employee to take a leave of absence for only such period as may be necessary for rehabilitation from such incompetency, such leave of absence not to exceed two years; in which event such employee shall be entitled to the benefits provided or authorized by this code to employees of school districts absent from their duties on account of sickness.

If the judgment shall determine that the employee may be dismissed, it shall provide that each party shall pay its own costs; if the judgment shall determine that the employee may not be dismissed, it shall provide that the district shall pay the costs and necessary disbursements of the employee, a memorandum of which costs and disbursements may be filed and taxed by the court within the time and in the manner specified by section 1033 of the Code of Civil Procedure relating to costs in actions in the superior and municipal courts of this State.

If the employee shall have been suspended pending the hearing, he shall be reinstated within five days after the entry of such judgment in his favor, and shall be paid full salary by the governing board for the period of his suspension. Either the employee or the governing board may appeal from any such judgment to the District Court of Appeal, or Supreme Court of this State.

5.661. Should an employee be dismissed under this Article for immoral conduct or conviction of a felony or crime involving moral turpitude the governing board shall transmit to the State Board of Education and to the county board of education which issued the certificate or certificates under which the employee was serving at the time of his dismissal, a copy of the reporter's transcript of the hearing accompanied by a request that any certificate or certificates issued by said county board of education to the employee dismissed, be revoked in the event that the employee is not reinstated upon appeal.

5.664. No permanent employee of a school district shall without his consent be dismissed or deprived of his classification as a permanent employee of the district when the district shall not have sufficient funds to pay his salary.

5.665. The retirement of any employee of a school district under the provisions of any retirement law now in effect or hereafter enacted shall automatically effect the dismissal of such

employee from the employ of the district at the end of the then current school year.

5.666. Any certificated employee having permanent classification in any district who may be transferred from such district to another district the governing board of which shall be composed of the same persons as the first district, shall retain such permanent classification in the district in which such permanent classification has been attained, until permanent classification has been attained in the district to which said teacher is transferred.

A certificated employee who serves or has served in a position or positions requiring certification qualifications in two or more districts, each having an average daily attendance of 850 or more and governed by governing boards of identical personnel, for a total of three complete consecutive school years shall, upon being elected for the fourth consecutive school year to a position or positions requiring certification qualifications in any of said districts, be classified as a permanent employee of the last district in which he was employed prior to such election for the fourth consecutive school year.

5.667. The division, union or consolidation of any school district or districts, or any change in school district boundaries or organization, shall not affect the classification of certificated employees already employed by any school district affected and such employees shall have the same status with respect to their classification, including time served as probationary employees, in the schools of the district after such division, unionization or consolidation, or change in school district boundaries as they had prior thereto; provided, however, that in case the union or consolidation of two or more school districts shall result in a district in which, under the provisions of this code then in effect, the certificated employees are entitled to probationary and/or permanent classification, the employees of such union, joint or consolidated district shall be entitled to, and shall be given, such classification, on the same basis as certificated employees in other districts of like average daily attendance.

The provisions of this section, and all rights hereby granted, shall apply to any such division, union or consolidation of school districts, or change in school district boundaries, made at any time subsequent to January 1, 1931, to the same extent as changes made subsequent to the effective date of this section, and the provisions hereof shall be, and shall be construed to be retroactive to January 1, 1931.

Provided, on the consolidation of one or more school districts in which the average daily attendance for the preceding school year was less than 850 pupils, with a district or districts in which the average daily attendance was or may become 850 or more pupils, the regular three-year probationary period must be served after the effective date of the consolidation, by any probationary employee who has been serving in a district of less than eight hundred fifty average daily attendance.

Article IV—Dismissal of Probationary Employees.

5.680. Governing boards of school districts shall have power and it shall be their duty to dismiss probationary employees during the school year for cause only, as in the case of permanent employees.

5.681. On or before the fifteenth day of May in any year the governing board may give notice in writing to a probationary employee that his services will not be required for the ensuing year.

Such notice shall be deemed sufficient and complete when delivered in person to such employee by the clerk or secretary of the governing board of the school district or deposited in the United States registered mail with postage prepaid, addressed to such employee at his last known place of address.

5.682. Anything in section 5.681 of this code to the contrary notwithstanding, governing boards of school districts having an average daily attendance of 60,000 or more pupils shall have power and it shall be their duty to dismiss probationary employees for cause only, as in the case of permanent employees. The determination of the board as to the sufficiency of the cause for dismissal shall be conclusive, but such cause must relate solely to the welfare of the schools and the pupils thereof.

Article V—Dismissal of Substitute Employees.

5.690. Governing boards of school districts shall have power, and it shall be their duty to dismiss substitute employees at any time at the pleasure of the board.

Article Va—Dismissal of Temporary Employees.

5.691. Governing boards of school districts shall have power and it shall be their duty to dismiss temporary employees requiring certification qualifications at the pleasure of the board. A temporary employee who is not dismissed during the first three school months, or in the

case of migratory schools during four school months of the school term for which he was employed and who has not been classified as a permanent employee shall be deemed to have been classified as a probationary employee from the time his services as a temporary employee commenced.

Article VII—Decrease in Number of Permanent Employees.

5.710. Whenever it becomes necessary to decrease the number of permanent employees in a school district on account of a decrease in the number of pupils attending the schools of such district, the governing board may dismiss so many of such employees as may be necessary at the close of the school year. In making such dismissals employees shall be dismissed in the inverse of the order in which they were employed; provided, however, that no permanent employee may be dismissed under the provisions of this section while a probationary employee is retained or employed to render a service which such permanent employee is certificated and competent to render.

5.711. Whenever it becomes necessary to decrease the number of permanent employees in a school district on account of the discontinuance of a particular kind of service in such district, the governing board may dismiss so many of such employees as may be necessary at the close of the school year. In making such dismissals, employees shall be dismissed in the inverse of the order in which they were employed.

Provided, however, that no permanent employee may be dismissed under the provisions of this section while a probationary employee is retained or employed to render a service which such permanent employee is certificated and competent to render.

5.712. If the number of teachers be increased, or such service is re-established within one year from the time of such dismissal, the employees so dismissed shall have the preferred right to reappointment, in the order of their original employment, unless any such employee in the meantime shall have attained the age of sixty-five years.

5.713. The board shall give any person who shall be dismissed under this Article a statement of honorable dismissal.

Article VIII—Leaves of Absence.

5.720. Governing boards of school districts shall have power to grant leaves of absence to

persons employed in positions requiring certification qualifications.

5.721. Governing boards of school districts of every type and class including junior college districts shall have the power to provide for the leave of absence from duty and to grant compensation during such leave of absence to any employee of the district who is employed in a position requiring certification qualifications and who is compelled to absent himself from his duties because of accident, illness or quarantine which results from his contact with other persons having a contagious disease while performing his duties or because of temporary inability to perform the services required of such employee because of such illness, accident or quarantine.

5.722. The governing board of any school district, of any type or class, including junior college districts, shall have the power, subject to the provisions of this section, to grant any employee of the district employed in a position requiring certification qualifications, a leave of absence for not to exceed one year for the purpose of permitting study or travel by said employee which will benefit the schools and pupils of the district.

No leave of absence shall be granted to any employee under this section who has not rendered service to the district for at least seven consecutive years preceding the granting of such leave, of which period at least one year shall have been so served after this act shall have taken effect, and not more than one such leave of absence shall be granted in each seven-year period. The governing board granting said leave of absence shall have the power, subject to the rules and regulations of the state board of education, to prescribe the standards of service which shall entitle the employee to such leave of absence. Said leave of absence shall not be considered as a break in the continuity of service toward retirement under this code except that such leave of absence shall not be counted as a year of service toward retirement under this code.

Every employee granted a leave of absence under the provisions of this section may be required to perform such services and may receive such compensation during such leave as the governing board of the district, with the approval of the county superintendent of schools, and the employee may agree upon in writing, but such compensation shall be the difference between the salary of the employee on leave and the salary of a substitute teacher

in the position which the employee held prior to the granting of such leave.

Such compensation as may be granted by the governing board to said employee on leave shall be paid in two equal annual installments during the first two years of service rendered in the employ of said governing board following the return of the employee from said leave of absence.

At the expiration of the leave of absence of said employee, he shall, unless he otherwise agrees, be reinstated in the position held by

him at the time of the granting of the leave of absence.

5.723. Both the governing board of any district and the district shall be freed from any liability for the payment of any compensation or damages now or hereafter provided by law for the death or injury of any employee of the district employed in a position requiring certification qualifications when the death or injury occurs while said employee is on any leave of absence granted under the provisions of this Article.

Highway Transportation

EVERY teacher who has gone through the tedious detail of organizing adequate source material for activity units will be interested in Highway Transportation, a 52-page, illustrated booklet of basic source material for activities on highway transportation, published by the National Highway Users Conference in co-operation with the Association for Childhood Education. Free copies of the booklet are being made available to interested teachers through the latter organization.

Highway Transportation was prepared for actual classroom use. Through the co-operative work of trained specialists in industry and education it places at the disposal of the classroom teacher accurate basic facts on a subject ideally suited for activity study.

A section of Highway Transportation is devoted to practical suggestions for its use. Ideas are given for excursions, for co-ordinating the activity with various curriculum subjects, and for related activities. A short, highly selective bibliography is also included.

All factual information related to highway transportation was prepared by the National Users Conference, a conference of 43 national organizations interested in the development of highway transportation. The basic outline of the booklet and the educational information it contains were prepared by the Association for Childhood Education.

You can obtain a free copy of Highway Transportation by sending your name, address and teaching position to: Association for Childhood Education, 1203 Sixteenth Street, N. W., Washington, D. C.

Dr. Olson Goes to Washington

APPOINTMENT of Dr. Emery E. Olson, for 8 years Dean of the School of Government of the University of Southern California, to the directorship of the "In Service" Training Division of the School of Public Affairs of the American University at Washington, D. C., was announced recently by President R. B. von KleinSmid.

The development of the "In Service" training for federal employees will be similar to the post entry schooling of state, county and municipal workers and officials inaugurated by Dr. Olson at U. S. C. with over 4000 persons attending classes on the campus and at the Civic Center, downtown division held in the Los Angeles City Hall.

Under the guidance of Dr. von KleinSmid, the School of Government program has included the annual meeting on the S. C. campus of the Institute of Government when over 1000 governmental officials and employees have met for discussion; the Women's Civic Conference to educate women in the affairs of government; the Civic Affairs Council, composed of 300 civic and commercial organizations; and the Public Business Laboratory.

Department of Public Relations

These two contributions to N. E. A. Denver Meeting Symposium were unavoidably omitted from the September issue.—Ed.

AN intense consciousness of the professional rights and obligations of teachers and a recognition of their responsibility for making democracy work are the things which will characterize the 1935 convention as the turning point in the civic independence of teachers. Unheralded, but, as time is certain to bear out, far more important to the welfare of the children and teachers of this nation was the action of a small group which banded itself together for the express purpose of developing a department of public relations in the N. E. A.—John Allan Smith, Los Angeles High School Teachers Association.

IT was indeed thrilling to be one of 12,000 delegates to the National Education Association at Denver, and especially to be sent from the state having the largest delegation.

The general meetings where the speakers were outstanding throughout the country, the representative assembly where the policies of the National Education Association were sometimes warmly discussed, then voted upon, also the delightful trip to Denver on the special train were all never-to-be-forgotten experiences for which I sincerely thank those who were responsible for my being elected a delegate.—Minerva Ferguson, Lakewood.

October 1935



LOS ANGELES AND VICINITY

Schools and roads are two important features of government. This map of the State highway system is made available through courtesy of California Highways and Public Works, official journal of State Department of Public Works.

Elementary Principals Association

CODE OF ETHICS

PURPOSE: This code is set forth in order that the elementary school principals of California may recognize more clearly and carry out more effectively their professional responsibilities.

1. Obligation to the teaching profession: As a member of the teaching profession at large, the elementary school principal is obliged to—

a. Recognize that the first duty of organized society is to its children.

b. Acknowledge that a system of public education, open to all of the children of all of the people, is necessary for the maintenance and preservation of our democratic, political, and social institutions.

c. Possess an attitude of honor and respect for the profession of teaching and maintain allegiance to its ideals and aims.

d. Subscribe faithfully to the primary purpose of teaching, namely, service to society.

e. Recognize the obligation of all members of the profession to maintain high standards of personal character.

2. Obligation to the status of the elementary school principalship: In advancing the status of the elementary school principalship, it is the obligation of the elementary school principal to—

a. Maintain a profound belief in the importance of the elementary school principalship as a position of leadership worthy of the highest sense of personal and professional responsibilities.

b. Promote by every means appropriate professional standards of certification, preparation, and service, and a compensation adequate to obtain and retain the highest type of individual to so serve society.

c. Improve his technics and broaden his vision of the purposes and services of the elementary school.

d. Identify himself as a progressive student of education, subscribing to the ideal of continuous professional growth.

e. Maintain loyal membership and co-operation in the activities of local, state, and national professional organizations as obligations of first magnitude.

3. Obligations to the child and to the community: It is the supreme obligation of the elementary school principal to—

a. Advance the child to the highest possible level of individual and social development.

b. Make the school serve the needs of the children and of the community.

c. Recognize the social contribution of the elementary school and its particular function in the entire school system of public education.

d. Administer and supervise the school both effectively and efficiently.

e. Build in the community an understanding of, and a confidence in the public school and impart to the community a sound philosophy of public education through friendly, intelligent, and co-operative relations with parents and patrons.

f. Deal justly and impartially with children, parents, and patrons of the school.

g. Hold inviolate all confidential information regarding pupils and parents.

h. Actively participate in community life, to the end that "the good life" may be more nearly approached for an increasingly larger number of people.

i. Exercise full rights as a citizen and at the same time keep the school free from religious, political, or personal propaganda.

j. Work actively for economic and social conditions in the community that will permit the school to render its best possible service.

4. Obligations to the administrative authority and co-workers: It is the duty of the elementary school principal to maintain proper professional relationships with delegated authority and co-workers by—

a. Carrying out and developing the policies of the school system. (When a policy has been adopted, it should be loyally supported.)

b. Following the policies and procedures set down by duly constituted authority recognizing the right of superiors to leadership, and the principal's right to self-expression.

c. Holding that constructive criticism to delegated authority of incompetence and unprofessionalism is an ethical obligation demanded alike by professional authority and child welfare.

d. Transmitting all official business through the proper channels.

e. Looking upon supervision in its highest sense; the effective and efficient improvement of all of the services rendered by the schools.

f. To help teachers to develop and maintain a high level of self-direction within their professional teaching group.

g. Maintaining a sympathetic and understanding attitude for the points of view held by teachers, supervisors, and other members of the professional staff.

h. Dealing with other staff members on an impartial, just, and professional basis.

i. Scrupulously guarding all confidential and official information.

The Committee: Robert B. Abbott, Oakland; Harley W. Lyon, Pasadena; Mrs. Cora S. Rusling, Los Angeles; John L. Compton, Chairman, Bakersfield.

* * *

The Conservationists

OLIVER KEHRLEIN, *Secretary**
*Yosemite Wild Flower Festival and
Conservation Forum*

NATURE has endowed California with an abundance of natural resources and outstanding scenic beauty. The citizens of this State should preserve these assets.

With increased population, wilderness disappears and native beauty is replaced by monuments to the engineer's efficiency. Mobs must have convenience and comfort. The more wonderful the attraction the greater the crowds that desecrate the sanctity of its solitude.

Great scars scar the landscape with shoulders cut from the ridges. Long dirt screes fill the canyons. These are the marks of the high standard of road-building which demands straight race-ways and low grades. Wind, rain, heat and cold all combine to undo man's handiwork. Thus masses of exposed and unprotected earth are carried down into the gullies to fill streams, lakes, and even reservoirs. Watersheds are endangered and a sequence of urban and agricultural calamities is started. Erosion engineers can point out many "horrible" examples of this conflict between man and nature.

California boasts over 4000 native plants and shrubs. Nature has been profligate in her adornment of the countryside. Our life zones reach from the tropic deserts to the arctic alpines! Flower-lovers rush here and there as the colorful wave of glory sweeps from the arid south to the verdant timber-line meadows. Man has done his best to efface this glorious display. We must concede the agriculturist his right to

*Address 3969 Clay Street, San Francisco.

plow the fertile valleys and to the cattlemen and shepherds the privilege of grazing the mountain meadows. What little is left falls before the predatory picnicker!

Fortunately game preserves and wilderness areas have been set aside where native fauna and flora are given a chance to develop without human competition. Only a watchful eye is going to keep our well-meaning booster friends from invading and exploiting them with roads and public conveniences.

Of such vital importance is conservation that representatives from all over California were called together this June in Yosemite for an exchange of ideas and to devise ways and means of preserving our native beauty. Many excellent talks were given and demonstrations made by specialists in each line.

It was quite apparent to all who attended that our main activity must be one of educating both the child and adult. This education of the child is well-organized in the schools but a greater and deeper sense of appreciation must be developed in the minds of our older citizens.

* * *

WHEN Ginn and Company brought out the first volume of Pahlow's "Man's Achievement" it met with instant acclaim. The second volume of this highly significant two-year course in world history has now been issued. Volume I brought mankind up to the age of steam, Volume II deals with the age of science and democracy. World history is developed not as the bare story of what has happened, but as the story of what man has achieved, what he has caused to happen. This concept presents a challenge to youth to hold fast to the good that has been achieved and to add to it. Pahlow's book is monumental.

* * *

The Citizen at Work

GINN and Company have recently brought out "The Life and Work of the Citizen" by Howard C. Hill, head, department of social science, University High School, University of Chicago. This excellent book presents important aspects of our social world: group life, government, industry, and occupations. Its training in civics, economic citizenship, and vocational and educational opportunity is directed toward developing social intelligence in boys and girls.

There are more than 250 illustrations and charts. The book as a whole is admirably arranged.

National Book Week

In a Junior High School

LULA WALKER, Substitute Teacher
Santa Ana Schools

A MOST fitting observance of National Book Week was made by Julia Lathrop Junior High School in Santa Ana. Lota Blythe, head of the English Department, assisted by others of the department, made the occasion one of unusual significance and interest. While it was essentially an English project, other departments of the school lent valuable assistance. Attractive posters made by students of the art department were an interesting feature of the exhibit.

The library, under the direction of the librarian, Leona Calkins, presented a unique appearance. Displayed above shelves devoted to travel books were interesting curios from many lands, including wooden shoes from Holland, quaint German dolls, a teakwood tray from India, and a bowl carved from a South American gourd. Miniature flags of the various countries lent an international air to the display.

On the reading-room tables were different types of books, all arranged in an appropriate setting. Toy animals gave a fitting background for a collection of animal stories. Displayed with the books on Indian and American pioneer life were Indian dolls, a tiny prairie schooner, a stage coach, and other vivid reminders of this period of our history.

All during the week the school's Little Theater played an important part, for it was here that Huck Finn, Tom Sawyer and Little Women came alive again for the boys and girls. Here too was produced an entertaining and informative little sketch depicting the fascinating art of book-making in medieval times.



"Indian dolls, a tiny prairie schooner . . ."

New Harr Wagner Books

AMONG recent notable books by Harr Wagner Publishing Company, the following may be given special mention: "California, the State Everybody Loves," by Rockwell Dennis Hunt, dean of graduate school, University of Southern California, author of "California the Golden," etc. This was the second prize essay, James D. Phelan historical essay contest, under auspices of San Francisco branch, League of American Pen Women. Blake Ross's "The Golden Crucible," first-prize winner, was published in 1930. Harr Wagner has now made the second-prize essay available to the public in a beautifully-printed volume of 100 pages.

"An Oral Language Practice Book," by Mabel Vinson Cage of the Los Angeles city schools. Language instruction in the elementary schools has been deficient in well-planned oral practice materials. Miss Cage's well-organized volume of 275 pages gives 44 lessons, habit-tests, keys and score sheet. It is sure to come into wide use among progressive elementary schools.

"Children of Mexico, Their Land and Its Story," by Irmagarde Richards and Elena Landazuri, a book of 325 pages, has many illustrations from photographs and drawings, colored frontispiece and end papers by Jo Laughlin.

Our children are introduced to their neighbors south of the Rio Grande through a series of stories. Children of the past, Aztec, Spanish, and Colonial, present Mexico's background. Children in hacienda and city, and in remote Indian villages, present the life and customs of vital post-revolutionary Mexico today. The history and geography inherent in the stories are supplemented by topical material, maps, charts, tables and other data.

Miss Richards spent many months in Mexico collecting material for the book. Miss Richards is also author of "Our California Home," adopted Fourth Grade social studies text for the State of California. Miss Landazuri is a Mexican writer and educator of distinction.



"Interesting curios from many lands"

The Integration of English

SHOULD English and literature be integrated with related subjects in high school and college curricula or taught as entirely separate subjects? Should every teacher be a teacher of English and every teacher of English an interpreter of present-day social, historical and economic values, or should each teacher stick to his own last? Is integration practicable and possible?

These questions are in the forefront of educational discussions now, and they are of vital significance to school authorities, curriculum committees, and individual teachers. At a conference on high school and college English, held in Denver on July 3 under auspices of National Council of Teachers of English, both sides of the controversy were presented. The exponents of the opposing or differing views were two leaders in the organization. A summary of their opinions, which coincide at points, is given because of their timely interest.

Integration: A Radical View

John J. DeBoer, Chicago Normal College

LITERATURE and the social studies are inseparable in the curriculum. One needs the other, and the significant aspects of these fields are not the subject matter found respectively in each but the relations between them. Hence it is wasteful and ineffective to continue the present practice of separating them.

The teaching of reading and language skills is a responsibility of all teachers in the secondary school. Special remedial service, however, will need to be rendered by teachers specially trained to provide it, and the remedial program should be individualized. Leisure reading, too, is a responsibility of the entire staff, but here again the English teacher is compelled to perform a service neglected by other departments, though in his supervision of leisure reading, he need not hesitate to ignore departmental lines completely. The appreciation of literature as an art form will continue to require special attention outside of the science or social studies fields, but it should be offered on a strictly voluntary basis in the form of literary recitals and elective classes or clubs. Coercion and appreciation are mutually exclusive.

Two principles are basic to the integrated program. 1. Inasmuch as the daily life of the learner consists of a wide variety of activities, many unrelated to each other, the curriculum should be organized around many centers of interest. 2. The curriculum should be so organized as to provide the learner with an opportunity to discover significant relations between the facts that come within his experience.

The most significant aspect of the problem of integration is the need for integrating the school and life. Boys and girls who are cruelly hedged about, often starved as the result of the economic collapse, their futures uncertain, come to classes in which the chaos all around us has apparently left no trace. The separation between education and life becomes more acute as the controversial issues are avoided. An integrated program today means a social program. Seeking for our pupils the cloistered life of the scholar, providing elaborate escape devices, is more likely to result in schizophrenia than in mental integration.

Integration: A Conservative View

George F. Reynolds, University of Colorado

THE breaking down of sharply separated departmental organization in secondary schools, and perhaps also in colleges, is an advantage. Integration in teaching students to read for information, to use books as tools, is desirable. The advanced study of literature should be as scientifically historical and critical as possible, and if this be integration, admirable! In the field of expression, once a student has necessary fundamental skills and knowledge, he ought to put them into practice in connection with all sorts of subjects; such integration, if one wishes to call it so, ought to be insisted upon.

But to assume this skill and knowledge when it does not exist is to land in chaos. This fundamental knowledge of language can be obtained effectively only through special instruction and such skill only by repeated drill. To say that

drills do not carry over into practice is to betray a common educational confusion. To say that abandonment of English teaching as such is to make all teachers teachers of English is to betray an appalling educational innocence. All teachers are teachers of English—but often teachers of bad English.

The main point at issue, however, is whether literature offers other values than information and ideas. Although it offers informational values, its distinctive values are in the enrichment and refinement of vital experience. It is an art and cannot be coupled to advantage with merely informational subjects. When it is, that literature, even if less important, will naturally be emphasized which gives the most information, and the informational values will receive more attention than the aesthetic.

A great novel, a great play, a great poem offers a vital integration of personal, inward life of more concern to most of us than the outward problems dealt with by the social studies. Literature, if given an opportunity, affords all by itself a rich integration of experience. But this opportunity is denied it when it is combined with other subjects different in aim and method.

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George Hetzel, principal, John Marshall Junior High School, Pasadena, is exchanging positions this school year with a junior high school principal in Passaic, New Jersey.

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Saunders Studio Books

SAUNDERS Studio Press, P. O. Box 26, Claremont, California, has recently brought out several beautiful and praiseworthy volumes. "The First Californians," a pageant by Mabel A. Stanford, with block-prints by Lewis Lawyer, price \$2, is a lovely volume. Miss Stanford is a teacher at Chaffey Junior High School, Ontario, San Bernardino County.

The series "Patron Saints of California," by Phebe Estelle Spalding, first published in five separate booklets, is now also offered bound in boards for \$2. Dr. Spalding, member emeritus, Pomona College faculty, has taught literature and the history of art and is author of many books. The five titles are: "San Francisco," "San Antonio de Padua," "San Diego and Santiago," "Santa Barbara" and "Santa Catalina." The Saunders Studio Press, founded in 1927 near the Claremont foothills, specializes in fine printing and issues a little catalog of interest to many school people.

Education by Radio

EDUCATION by Radio is published by the National Committee on Education by Radio, Tracy F. Tyler, secretary, 1201 16th Street, Northwest, Washington, D. C.

The committee members and organizations they represent are:

Arthur G. Crane, vice-chairman, president, University of Wyoming, Laramie, Wyoming, National Association of State Universities.

James E. Cummings, department of education, National Catholic Welfare Conference, 1312 Massachusetts Avenue, Washington, D. C., National Catholic Educational Association.

W. I. Griffith, director, radio station WOI, Iowa State College of Agriculture and Mechanic Arts, Ames, Iowa, National Association of Educational Broadcasters.

J. O. Keller, assistant to the president, in charge of extension, Pennsylvania State College, State College, Pennsylvania, National University Extension Association.

Joy Elmer Morgan, chairman, 1201 16th Street, Northwest, Washington, D. C., National Education Association.

Charles A. Robinson, S. J., St. Louis University, St. Louis, Missouri, The Jesuit Educational Association.

James N. Rule, state superintendent of public instruction, Harrisburg, Pennsylvania, National Council of State Superintendents.

H. Umberger, Kansas State College of Agriculture and Applied Science, Manhattan, Kansas, Association of Land-Grant Colleges and Universities.

George F. Zook, president, American Council on Education, 744 Jackson Place, Washington, D. C., American Council on Education.

The National Committee on Education by Radio is the title of a 3 by 5-inch, 16-page booklet reprinted recently. The publication contains the history, by-laws, objectives, and achievements of the Committee. It has been in such great demand that it has gone through four editions. Copies may be secured free by writing to Committee headquarters, 1201 16th Street, N. W., Washington, D. C.

Steps to Good English

STEPS to Good English," by Ahles and Lawlor, issued by Iroquois Publishing Company, is an excellent two-book series for Grades 7 and 8. These large well-bound books, each of several hundred perforated, detachable pages, are complete textbooks and workbooks in all phases of good English. Each is alive, thoroughly interesting and filled with activities which pupils enjoy.

The Elementary School Library

LENORE TOWNSEND, *Supervising Librarian
Beverly Hills Elementary Schools Libraries*

THE library in the elementary school of today is, necessarily, an integrating unit of the school organization. Its work may tie up effectively with every department in the school. Not only may it assist in research work for various departmental projects; it may give intensive training to students in learning to do this for themselves. This is not merely a temporary benefit; it carries over into a student's effective use in secondary school, college, and adult life.

In Beverly Hills the need is felt for this intensive work, particularly in our Fifth and Sixth Grades, since the average young student takes far too much time to do detailed reference work. In classes where students are inclined to make bulky copied reports without discrimination, the supervising librarian assists in the classroom with instruction on note-taking, and the making of bibliographies. She may plan five periods for each group in their home-room where a blackboard is accessible. This instruction is supplemented by lessons on book make-up, index, table of contents, et cetera, and encyclopedias and other reference books. Then library classification, card catalog and general arrangement of library shelves are explained and discussed.

Books in each library have been carefully selected, and an effort is made to aid the student in establishing a reading habit which includes an appreciation of good literary style leading to a development of good judgment in book selection for pleasure reading.

The Elementary School System in Beverly Hills is comprised of four intermediate schools with grades from kindergarten through the Eighth. Each of the four schools has a library well-equipped as a reading and reference center containing a book collection ranging from 3160 volumes in the newest library to 5719 in the oldest in the system with a

grand total of 17,532 volumes in the four libraries. Supplementary sets for grades Three to Eight are housed in a central library and circulated from there to teachers on request. These include literature as well as some geographical readers and social studies sets. (Supplementary texts for Grades 1-2 are kept in each school building.) Here are housed, also, excellent visual aid materials such as mounted pictures, lantern slides and films supplementing those in each school. Individual books on the various units of work outlined by the county curriculum department, whose plans are followed by the system at large, are also available for the teach-



Hawthorne School Library, Grades 1-8



El Rodeo School Library, Grades 1-8



Beverly Vista School Library, Grades 1-8



Horace Mann School Library

ers. Included in this group are some of the newer books on education and psychology.

Books from the four libraries are circulated to the students for home use during week-ends and overnight. The figures for circulation in the four libraries show an average of four books per month to a child.

Classes from the Fourth to Eighth Grade visit the library at least once a week for either reference or pleasure reading. The latter is considered quite as important as research work. In schools where the program permits, Third Grade classes are being trained in library interests and skills. Each period, when a regularly-assigned class is using the library, a limited number of students are admitted from other classes who wish to do reference work.

In each library the library clerk in charge assists in research work and the location of books desired, the teacher taking disciplinary charge of her group. The supervising librarian

works in the four libraries assisting the library assistants, teachers and students wherever possible. She and her staff are constantly at work on bibliographies as needed. Book selection and ordering are in her charge, and she works with the principals, the supervisors, the teachers, and the library clerks in making up the orders. The classifying and cataloging are done by the superintendent's secretary.

In 1933 and 1934 our average daily attendance figures for the four schools showed 2147 while our budget for library books was \$2400, showing a generous apportionment for the library department.

DUE to the broad educational vision of the superintendent, Edward J. Hummel, the school library is recognized as a most important focal point in the elementary school organization. He has worked steadily toward the ideal of adequate library facilities properly organized and available for regular and frequent use by the boys and girls in the schools.

* * *

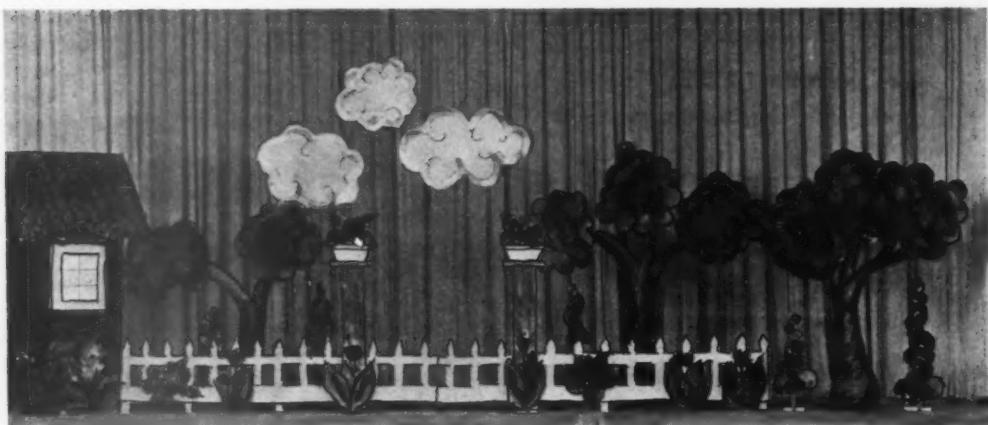
California Textmakers

PROFESSOR HARRINGTON WELLS, division of biological science, Santa Barbara State College, has called attention to the fact that the matter of California's leadership in school textbook authorships of consequence

is little appreciated. Holman and Robbins have the most widely used botanical textbook in the country, closely seconded by Smith of Stanford. Jepson's manual is the standard reference on wild flowers. Daniels is the American authority on sharks. Holmes holds the same position for amphibians. Martin's physiology is a best seller. Burlingame is senior author of the Stanford Biology. Haupt holding a similar rating at U. C. L. A. Hunter is the author of what is probably the most widely-used high school biology, together with a recent book on methods. Stanford of Pacific has just published the best book on plant economics in America. The list could be extended, but this gives the idea.

* * *

C. A. WILLSON, dean, College of Agriculture, University of Tennessee, is author of "Arithmetic in Agriculture and Rural Life," a large textbook of 150 pages. Although Southern in origin, this valuable manual will be of help to agricultural teachers and teachers in general throughout the United States. It is replete with highly interesting and practical materials.



Stage Scenery

LOLA A. CARRINGTON, *Fremont School, Santa Rosa*

IN the Fremont School (Helen R. Wright, principal) we have a creative writing class composed of selected children from the Fifth and Sixth Grades, ranging in age from 9 to 11 years.

Last semester they wrote a little one-act play and produced it in Public Schools Week.

The children were very enthusiastic over the production and wanted to have their own stage setting. This was planned and executed by the

children under the direction of a committee of teachers.

The trunks of the trees and the little house were cut from celotex. The leaves of the trees were made of three thicknesses of newspaper pasted together, painted with kalsomine paint, and then cut in the desired shapes. The clouds were fashioned in the same manner; being outlined with black and having a suggestion of blue sky on the edges. The flowers were made of heavy cardboard, brilliantly colored.

The entire setting was very colorful and fitted in nicely with the gay costumes of the actors.

Socializing Experiences in Elementary Schools

FOURTEENTH Yearbook of the Department of Elementary School Principals deals with those types of school activities which often have been considered extracurricular, but which are now coming into their own as essential parts of the curriculum itself. While its major emphasis is on the socializing of children, the yearbook does not ignore the importance of subject matter learning. Many articles indicate the value of a close tie-up between the regular course of study and such activities as assemblies, plays, clubs, and special-day celebrations.

Space forbids telling about the splendid articles of all the contributors who have helped make this interesting compilation of "socializing experiences," but superintendents, principals, supervisors, and teachers have all had a part in its make-up. The book presents a forward-looking educational philosophy, vivid descriptions of actual school practice, and practical suggestions for obtaining the finest per-

sonal and social values from the kinds of activity described.

The yearbook has been compiled and edited during the past by the Department's Editorial Committee. The members of the committee this year were: Bess Clement, chairman, Eliza Clark School, Clarksdale, Mississippi; John Thomas, Clippert School, Detroit, Michigan; and Samuel Berman, James R. Ludlow School, Philadelphia, Pennsylvania.

The yearbook consists of about 400 pages bound with a heavy paper cover. It may be purchased from the Department for \$2.00 per single copy and at a discount in quantity lots. It is expected that the volume will be serviceable in teachers meetings, educational conferences, and in the preparation of elementary school principals.

* * *

EDNA G. WEICHERT, teacher, Third and Fourth Grades, Waterford Grammar School, Stanislaus County, of which H. E. Randolph is principal, recently conducted a successful project, "The Story of Japan." At the close of this colorful adventure the children collectively composed a long poem upon Japan which was published in a local newspaper.

Babies, Science, and Sound Motion Pictures

HOWARD A. GRAY, PH. D., *Research Associate
Erpi Picture Consultants, Inc., New York City*

SINCE the beginning of the present century, the study of phenomena related to infancy and childhood has progressed remarkably. Colleges and universities have expanded their curricula and offered instruction on the care and training of infants young and old. Some mothers and fathers are having their first experience with institutions of higher learning while pursuing the study of parentology. Others are turning to other agencies, somewhat chagrined that their training in this field had been entirely neglected or else only meagerly provided for.

Nursery school attendants, teachers, social workers, psychologists, medical practitioners, nurses and other specialists, all, have been contributing bits of knowledge which allow us better to understand and to appreciate the marvels of bodily and mental growth from early infancy onward. Books, periodicals and other publications on the psychology and education of children have increased in number many fold. The radio has been pressed into service for disseminating information on child care and guidance. Clinics have been established where children and parents together may receive diagnostic and remedial treatment leading to a happier relationship between the two.

Pediatric science now turns to another device with which to record and analyze the reactions of infants and children in both laboratory and home situations, a device which records unfailingly and faithfully every movement, postural position, and visible expression which young and very young folk are so capable of demonstrating. The motion picture camera takes the complete story and its younger brother, the sound motion picture projector, tells the story far and wide, but always in the same way.

Each foot of the film so exposed is studied in great detail to detect similarities, differences, and characteristic ways in which baby boys and girls react to standardized test problems; what they do in their sleep; when waking up; when being dressed, fed, undressed, bathed, cod-liver oiled, orange-juiced and sunshined.

Such is the work being done at the Yale Clinic of Child Development under the direction of Dr. Arnold L. Gesell. With a modest inception in 1911, the clinic's facilities and activities have expanded until today they represent one of

the leading developments for the study of infancy and childhood.

Systematic cinema records of the behavior of 113 normal infants were made each lunar month from the age of four weeks, for varying periods. Parents representing typical American families were selected and induced to co-operate in the project.

IN photographing the babies responses to test situations under laboratory conditions, a photographic dome, resembling an igloo, was constructed. An adjustable clinical crib, to meet the postural requirements of infants of different ages, acted as a stage for the little actors. A one-way vision screen allowed research workers, outside of the dome, to make copious stenographic notes on each phase of the babies behavior without their awareness. The examiner inside the dome, by means of small wooden cubes, rattles, spoons, and other objects, engaged the infants attention and conducted the examination while cameras, both at the side and above the dome, were recording the action. The films, when supplemented with the recorded comments of the observers, provided the most authentic report of the situation which could be obtained.

To obtain similar records of the infants actions and reactions in a non-laboratory environment, reflecting more of a home atmosphere, a special domestic unit was arranged with movable wall-panels. By shifting the panels and providing appropriate furniture, the room alternately could be changed into a sleeping-room, bath-room, dining-room, and play-room. Mothers brought their offspring to the domestic unit each month for a period of one or two days and there cared for the infants as they did in their own homes. Cameras registered their every move, and observers again made extensive notes, while concealed from view and from various angles.

The results of this painstaking research are provoking an unusual degree of interest in child study circles, and recently have been incorporated into a 7-reel feature talking picture entitled "Life Begins."

With startling clarity the growth changes which occur during the first year of life are shown. Animation (pen and ink drawings) is used to summarize elements of behavior at the



A specimen behaviour day (Boy A, age 12 weeks) as chronicled by the cinema in the naturalistic survey, Yale Clinic of Child Development. Plate from An Atlas of Infant Behaviour, Yale University Press.

12 and 20-week periods. By double projection, the same infant is shown responding to identical test situations at different ages. This provides an unusual opportunity for age comparisons the significance of which is generally unappreciated.

Continuing on the same general plane, attention next is given to the development of the infants manual dexterity. Beginning with the foetal period—babies hands are formed and move about even before they are born—the story of this phase of growth from birth to the

age of 5 years is portrayed by animation and interesting photographic effects.

A section devoted to the study of posture and locomotion depicts the gradual stages by which the infant learns to wriggle, kick, squirm and assume postural control. The film material describes in a remarkable manner, those growth changes which occur from the age of 8 to 80 weeks and which culminate in the co-ordinated bodily movements characteristic of advancing maturity.

AT 12 weeks of age, a single infant is followed through his domestic day from the time of his waking at 6 o'clock in the morning until the final breast feeding at 10 o'clock at night. His dressing, bathing, feeding, day-time naps, play and general care are presented in some detail along with an interpretation of the significance of his various reactions.

The same baby is shown again at 36 weeks of age. His reactions and experiences are compared with those which he underwent some 24 weeks earlier in his life and attention is given to the changes which characterize his growth. His responses to the ministrations of his father and mother are commented upon as are his reactions to the family dog who visits him after his mid-morning meal. Of unusual interest is the portrayal of the first successful creeping efforts observed in the little actor during his efforts to advance upon and seize a ball on the floor.

It is now generally agreed that the social experiences of early infancy have a great deal to do with the shaping of later adult personality. In the latter part of the picture this problem is studied by viewing different types of infant personalities in a variety of social situations. The matter of individual differences in infants from 8 to 80 weeks is emphasized but centers around the social behavior of a single infant from 8 to 52 weeks of age. The remaining part of this sequence is devoted to describing the conditions in which the infant becomes adjusted to members of his family including his father, mother, brothers and sisters.

THROUGHOUT, the narration to the picture is punctuated with judicious suggestions relating to the training and care of babies in general, and in his concluding remarks, Dr. Gesell calls attention to the responsibility of home, school, and society in supervising the mental hygiene of the infant in addition to providing for his physical welfare.

The picture represents a substantial contribution to professional knowledge, and certainly

will be an asset to programs of parental and adult education. From a production standpoint it has been artistically assembled and presents many unusual photographic effects.

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Chance for Realtors!

HARRY CARR, reliable and interesting columnist on Los Angeles Times, says almost 100,000 acres of farm lands are under cultivation within Los Angeles city limits. Also, that for many years Los Angeles county has out-distanced as a food producer every other county in the world.

* * *

California's Emblems

Winnie M. McFarland
Kindergarten Teacher, Oakland

CALIFORNIA has her flower, the Poppy, bright and yellow; California's birds, the Quail, happy little fellow; And the brown Bear with a star above its pretty head, On the California flag, many a native's march has led. So, we love our California with its emblems one and all; Hurrah! for California now we'll gladly, loudly call.

* * *

DUNCAN ELLSWORTH CLARK, research director and curriculum consultant, Ventura City Schools, of which E. L. Van Dellen is superintendent, tells us that it is the educational policy in Ventura to keep the purposes of the schools constantly before the public, using every avenue of approach to create favorable public attitudes toward the whole educational program. Likewise, they feel that educational values must not be confined to the walls of the classroom but should be spread throughout the community. Along this line he has been running, for the last six months, a daily column in the Ventura Star, under the caption "Clarkisms." These articles also appear daily in the Santa Ana Journal, under the heading "One Man's Opinion." He includes many school themes as well as comment on general topics of interest.

* * *

Helen Kitts, teacher in Lincoln School, Salinas, is author of a particularly interesting and useful article entitled, "Pupils relive birth of nation," recently published in Journal of Education, Boston. She entertainingly describes her home-room experiment in correlation which improved the work in four studies.

Sierra Education News Cover Pictures

In response to numerous requests we publish this list of titles of cover illustrations, 1925 to date.

1925

- September—Portola discovering San Francisco Bay.
- October—Mount Shasta, Redwood Tree, Indian—Native backgrounds of California's romantic history.
- November—Cabrillo landing at San Diego Bay.
- December—Placer Gold Miner.

1926

- January—Antelope, Sacramento River Steamboat.
- February—Ancient Map of California, 1688.
- March—Mission San Gabriel.
- April—Early California Stage Coach.
- May—General Mariano Guadeloupe Vallejo.
- June—Clipper Ship entering San Francisco Bay.
- August—Southern California, desert scene.
- September—Russian Fort Ross, 1830.
- October—Sir Francis Drake, 1579.
- November—California Indian Craftswoman.
- December—Bringing Christmas Messages by Pony Express, 1859.

1927

- January—Railroad Locomotives, 1863-1927.
- February—Crossing the Isthmus en route to California, 1849.
- March—California's First Capitol, Monterey.
- April—Spring Fashions—1849.
- May—El Rodeo del Rancho Californiano—1830.
- June—Five California Epics (Soldiers in costume—Indian, Spanish, Mexican, Russian, American).
- July—Puebla de Nuestra Señora La Reina de Los Angeles, 1851.
- September—Campanile at San Antonio De Pala.
- October—Coming to California by Covered Wagon—1854.
- November—Californians in the World War—1917.
- December—Camels used in Tejon Reservation—California 1857.

1928

- January—Ocean Ships, 1858-1928.
- February—Asphaltum used by early Spaniards for roofing. A forerunner of the present oil industry.
- March—Fremont the Pathfinder—California—1842.
- April—Sutter's Fort near Sacramento.
- May—Bret Harte—A California schoolmaster in the "Days of '54-'56."
- June—Vizcaino discovers Monterey Bay—1602.
- September—California Aviation Center.
- October—Placerville (Hangtown) in the early Fifties.
- November—First Public School in California—San Francisco, 1848.
- December—The Donner Party in winter quarters—1846.

1929

- January—Growth in California Lumbering—1849-1929.
- February—Prospecting in Death Valley, California.
- March—An early Mendocino homestead.
- April—Gold Miners in Camp—Stockton, 1849.
- May—An early Imperial Valley Hacienda.

June—Jedediah Smith, California fur trader—1826.

September—Eureka Lumber Camp in the early Days.

October—Californians in the Hall of Fame—Father Junipero Serra, Thomas Starr King.

November—San Jose, California, in 1856.

December—Northern California: Into the Heart of the Cascades.

1930

- January—Growth in Grain Production—1860-1930.
- February—Kit Carson's Men en route to Los Angeles.
- March—The Round-up.
- April—Landing of Cabrillo in California—1542.
- May—A California Frontiersman of 1830.
- June—An Old California College, Santa Rosa.
- September—Caballeros of early California.
- October—Saber-Tooth Tiger—a prehistoric Californian.
- November—Day's Journey—Mission San Luis Rey de Francia—1800.
- December—The San Carlos—first ship to enter San Francisco Bay, 1775.

1931

- January—Boulder Dam—an era in California History.
- February—Mexican Soldiers of an early Californian era.
- March—San Nicholas Island, 1835.
- April—Yankee Mariner at Monterey Harbor, 1836.
- May—Monument commemorating the Founding of Los Angeles, 1781.
- June—Varied California greets the Nation's Teachers.
- June—Monument commemorating the Founding of Los Angeles, 1781.
- September—First Cable Car in the World—San Francisco, 1873.
- October—Denizens of the Desert—Southern California.
- November—Surveying the Central Pacific Railroad—1863.
- December—Bringing home the Christmas tree—Sierras—1870.

1932

- January—California Gold—1849-1932.
- February—An old-fashioned California Valentine.
- March—Clipper Ships deserted in San Francisco Bay during the Gold Rush.
- April—The Call of the Open Road in the Early 1900's.
- May—Olympic Games, California, 1932.
- June—A June Bride of early California.
- September—Route of Juan Bautista de Anza who founded San Francisco—1776.
- October—A Fireman of the early days in San Francisco.
- November—Running for a Touchdown in 1893.
- December—A Christmas Troubadour of Southern California—1833.

1933

- January—Spirit of Progress—1849-1933.
- February—The Covered Wagon.
- March—Early View of Sonoma, with Mission San Francisco Solano.
- April—Old Ironsides.
- May—Off for a spin in the Gay Nineties.
- June—The Signal Station on Telegraph Hill, San Francisco, in the Fifties.

1934

May—Grand Canyon of the Colorado.
 September—The Gold Miner.
 October—California Redwood Forest.
 November—Commodore Robert F. Stockton.
 December—Four Early California Capitols (Monterey, San Jose, Vallejo, Benicia).

1935

January—California's Golden Gate Bridge, spanning San Francisco Bay, with dirigible Macon above.
 September—California's Admission Day—September 9, 1850. Act of Congress signed by President Millard Fillmore.
 October—John Swett, first State Superintendent of Public Instruction.

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A Kindergarten Panel Discussion

LOS Angeles Kindergarten Club Education Committee recently held a panel discussion on kindergarten standards. The panel comprised: Dr. Nila B. Smith, head, department of education, Whittier College, who acted as chairman; Dr. Fay Adams, director of elementary teachers training school, University of Southern California; Jane Bernhardt, director of teacher training kindergarten, University of California at Los Angeles; Ruth Angelo, principal of Encino School, Los Angeles; Grace Fulmer, member of staff at University of Southern California and head of Miss Grace Fulmer's School, Los Angeles; Mrs. Nelva Poor, principal of Chapman Avenue School, Los Angeles; Dr. Madilene Ververka, director of curriculum division of the Elementary Schools of Los Angeles.

The proceedings of the discussion, accurately recorded, were published. Copies may be obtained (54 cents including tax and mailing charges) by addressing Helen Hand Zillgitt, chairman, Education Committee, 301 Trinity Building, Los Angeles. Mrs. Zillgitt and her committee are to be heartily congratulated upon this excellent and stimulating monograph.

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New Publications

EDWINA KENNEY HEGLAND, *Santa Barbara*

GEORGE S. COUNTS has pictured the ideal teacher training institution as one in which "the past and the future should meet; the most profound questions of national policy should be debated and understood. And this should be done, not as an intellectual exercise, but for the purpose of shaping educational programs."

Teachers in service lacking such institutional guidance must turn to books and magazines which view issues and problems of the present day, the meeting of past and future. The following reviews are offered by Sierra Educational

News as introduction to new publications significant in the changing social order:

One enthusiastic reviewer has written that *Paths of Glory*, by Humphrey Cobb, should be read by every high school student in the country. Such a suggestion is more admirable than practical. It is to be feared that censorship groups would attach the motion picture label, "adults," to this novel. But for adults, the book should be required reading.

An implicit rather than explicit indictment against war, *Paths of Glory* is foremost a brilliantly-written novel. Plot, characterization, style sweep the reader breathlessly to the final page. The book is closed and an amazing alchemy has been achieved . . . every sensibility of the reader is screaming out against the brutality, the stupidity, the folly of war.

The Consumers Defender, 30 Irving Place, New York City, offers a protective service to the consumer. One of its editors is James Rorty, author of the sensational expose of advertising, *Our Masters Voice*. In addition to news of importance to consumers the magazine is affiliated with Co-operative Distributors, Inc., which sells recommended goods.

Another publication designed to benefit consumers, is Consumers Guide issued by the Consumers Counsel of the Agricultural Adjustment Administration, Washington, D. C. This magazine is published in co-operation with the Bureaus of Agricultural Economics, Home Economics and of Labor Statistics. Secretary of Agriculture Wallace writes in the April issue, "Let us concentrate our attack upon the economics of scarcity. That is our common foe. It denies us everything the modern world is capable of yielding." The last named publication is sent upon request free of charge.

Awake and Sing, *Waiting for Lefty*, *Till the Day I Die*, are by Clifford Odets. Hailed as the most promising playwright since O'Neil, young Clifford Odets has the distinction of being the author of three of the fourteen plays running through the summer season in New York. *Awake and Sing*, the searching drama of a Bronx family, and *Till the Day I Die*, a powerful anti-Nazi play, are read more satisfactorily than *Waiting for Lefty*. The latter, dealing with a taxi strike, depends upon theater techniques for its startling effects. The three plays are dramatically sound and represent the highest achievement of the New Theater movement in the United States. New Theater, 114 West 14th Street, New York City, is the spokesman for the new workers' theaters and for new social dramatists.

Education in France

MURIEL GOODWIN, 52nd Street School, Los Angeles

Gleaned from the American University Library at Paris, visits to the French schools and conversations with French people.

TWO factors are still active in French education: classical tradition and the old spiritual supremacy of the church. The classical tradition is of that culture based on the study of Greek and Latin literature to which France remains devoted. Without this tradition it would be impossible to understand the current development of secondary education to which is entrusted the intellectual training of the whole middle class.

France was conquered and civilized by the Romans—a fact never to be forgotten. Their traditions are engraved on French soil and all French institutions. From the Romans in the Middle Ages was inherited that education of the Latin schools which was not directed to the study of practical life but was limited to training the individual intellect through rhetoric and dialectic—an education wholly formal.

About the sixteenth century, during the Renaissance, when was discovered the splendor of the treasures of antiquity, there was added to this formal mental training the study of classical literatures. In all the schools to which the young nobles and some sons of upper middle classes flocked in large numbers, the poets, orators and moral philosophers of antiquity constituted the only mental mixture.

More than any other France is the country of what has been called humanism. The French national character has received therefrom an indelible stamp. From this source it has obtained some of its most striking qualities as well as some of its more glaring defects. One of the features in current educational problems arises from a conflict between this humanistic tradition and opposing forces that have their origin in new conditions in social life.

The supremacy of the church is another important factor in the present development of educational politics. The Catholic church in France was the sole mistress of education down to the Revolution of 1789. Through its secular clergy, monastic orders in the schools, the old Sorbonne, humble parish classes, it was the church which trained the minds, and above all the souls, by a combination of secular and re-

ligious education. The church was a monarchical institution in the moral order but it found itself confronted by such doctrines as the rights of man, freedom of thought, democracy and science. The conflict affected the field of education and was continued throughout the 19th century, and ended under the third Republic, 1870, in the separation of church and state, which established a state control of education.

The intellectual and material revolution wrought by science has changed the attitude of the nation to education. Even in the eyes of the most humble, education has an incomparable value, surpassing in public respect all other values. Democracy aims at equality of civil and political rights. However, social classes do exist and in France one's social position does not coincide with one's wealth. The aristocrats lost most of their wealth during the Revolution, but the social status of their families will always remain the same.

There are also other classes arranged one above the other in public appreciation. A striking fact is found in the effort of families to retain their social position, or if possible, to rise to the next rank above. These efforts have their effects on education. The class to which an individual belongs imposes upon it, on penalty of demotion, its needs and its social habits, as for instance, standards of dress, housing, furnishings and food. It also imposes on it in general the type of education to give its children, the manners and polite conduct they must acquire and the type of instruction they shall receive.

Classics For the Middle Class

That class whose limits are vaguely defined and which is called the middle class (bourgeoisie) desires for its children and as a matter of distinction a classical education. Classical culture based on the literature of Greece and Rome is invaluable on its own merits but it owes its continued survival to social class reasons. Sometimes it is also for reasons of class rather than educational standards or religious convictions that certain sections of the bourgeoisie prefer private to public schools for their children. Below the middle class the category of small employees or lower public officials

often make the greatest sacrifices to secure the same kind of secondary education for their children.

The State Controls Certification

There is great competition between the state schools and the private schools controlled by the Catholic church, which has some institutes for higher learning and many secondary and elementary schools. The state does not interfere with private schools except to require that the teachers hold certificates of competence. The state, by an important provision obtained after a lively struggle, has the sole right to grant degrees. Private institutions may grant whatever diplomas they wish but these diplomas are of a private nature only. The only diplomas that constitute degrees and confer rights guaranteed by public authority, as the right to practice medicine, pharmacy, law, etc., must be granted by the state on the basis of examinations conducted by state officials.

Not only do teachers owe their appointments to their qualifications but also all those who are engaged in administration, inspection and direction of schools. The public in whose interest education is provided does not in any way interfere with the way in which it is administered except through the press or laws voted by Parliament. It does not complain because it feels less competent than the officials. The central authority recognizes the general needs of the nation and compels various sections to organize, work, build schools, etc.

THE school in France is a great factor in assimilating all sections of the populations in unifying the language in the face of dialects, patois, and local accents. The same course of study is followed in all the schools of the country. Some adaptations to the local needs are permitted according to the type of production or industry. There is a common primary education for all children alike followed by a selection of the most competent for different types of higher education. Class distinctions are effaced at the entrance to educational institutions and only the elite emerge at the other end. This is the underlying idea of the *ecole unique*—one school—which was fostered by Eduard Herriot in 1925 when he was minister of public instruction.

The intellectual youth in France work harder than elsewhere and they work to excess. This is due to circumstances. France does not have as does the United States a vast domestic and foreign field which opens opportunities to edu-

cate young people. What is actually happening is that the number of young people with advanced education is increasing more rapidly than the number of places open to them. During the last 20 years women have entered into competition with men. Thus with more competition it is necessary to work harder since only the elite may fill the few vacancies.

Secondary education is open to ability irrespective of class. It trains the elite from all classes for positions of leadership. It begins with the 6th Grade and continues for 7 years ending in baccalaureat. All students follow the same general subjects for the first 6 years. In the first 4 years they have the option of Latin or a modern language. Greek is optional for students of Latin. In the 5th and 6th years the options are classics, Latin and modern languages. Other subjects, French language, French literature, history, geography, mathematics and sciences, are obligatory. The aim is to prevent early specialization and give a liberal education in both literary and scientific lines.

Only in the 6th year is opportunity provided for specialization in the Classe de Philosophie and Mathematique and this after the first part of "baccalaureate" has been passed. The work of the secondary school is crowned by passing at the end of the 7th year the second part of "baccalaureate" which entitles an admission to universities and great special institutions of university level.

The essential purpose of all this has been a desire to preserve and promote French culture. Few countries approach the problem of secondary education in the traditional conception of that term as an education for the training of an intellectual elite with such clarity of aims and objectives as does France. There is the firm conviction that the predominance of French culture which France has now enjoyed for nearly three centuries must be preserved. Deliberately and consciously secondary education is directed to the best possible training for an intellectual elite.

A Culture de l'Esprit

The purpose of such an education is attained by a culture de l'esprit—culture of the mind—which means the utilization of those subjects for the attainment of those qualities that are the mark of an educated man. Through these cultural subjects secondary education aims to cultivate judgment, taste, appreciation, and ability to think clearly and logically. The measure of a sound liberal education is ability to speak well and write well as an outward indication of clear thinking. The French more than

any others place emphasis upon the command of their own language.

IT is not the function of the secondary education to prepare pupils who have a definite profession in mind, nor even to point them toward one of the great intellectual routes. It does something more and better. Its task is without preparing for anything specific to make the pupils apt for everything. It forges in them with the care and diligence of the artist the powerful and delicate tool for future conquests that is a vigorous and fine intellect ready for all the adventures of the mind. The principle of the Ecole Unique, a common school system, was agitated during the war by Les Compagnons de l' Université Nouvelle, a group of young educators who founded an organization to promote the complete re-organization of the French educational system. The fundamental idea was to promote the interests of the nation as a whole, to eliminate class distinctions and equalize the opportunities for all. The idea was not a common or uniform education for all above the elementary stage, but a system in which all branches of education would be co-ordinated and in which pupils would find that education best suited to their abilities.

Education on Four Levels

The re-organization of the school system into four levels was: 1—common elementary education for ages 6 to 12; 2—lower secondary level for 12 to 16 years; 3—higher secondary 16 to 19 years; and 4—universities. Education is compulsory up to 12 years of age. The same curriculum is followed in all schools and taught by teachers with the same qualifications, and is inspected by primary school inspectors. There is a common scholarship examination for candidates who wish to enter the secondary higher primary or the technical schools. The money for scholarships has considerably increased in the last few years. In 1930 the government abolished all fees for secondary education beginning with the lowest class and advancing progressively year by year until their abolition was made throughout all the secondary schools. The abolition of fees has been accompanied by scholarships standard in secondary schools so that pupils who fail to reach it are either required to leave or to pay the fee.

Educational systems reflect national genius. The French system aims to promote uniformity of quality throughout the country and to de-

velop national solidarity. The elementary school proper is in three stages of two years each: 1—elementary, 2—middle, and 3—upper, course. The first year is known as the preparatory course. The elementary school is a lay school intended to serve as a bond between all creeds. Sectarian and religious instruction has been replaced by a strong emphasis on direct moral and civic instruction. No diploma is granted upon completion of the six year course but a certificate of primary studies is given by examination. The examining committee consists of a primary inspector, a representative of a normal school, and two teachers not engaged in the county in which the examination is held. The examination is both oral and written. The oral examination is open to the public, it consists of a test in reading and in questions on the sense and language of the text, recitation of a poem selected from a list presented by the candidate, a song, a test in mental arithmetic and a simple physical exercise.

A Definite System of Marking

A definite system of marking prescribed on a scale of 10 is used: 1-2 bad; 3-4 middling; 5 passable; 6 good, 9-10 very good. An overwhelming majority of French children receive their only education in the elementary schools, a fact which explains much in their curriculum and the tendency to cover as wide a field as possible even though superficially. While there are about four million in the elementary schools only 75 thousand in higher elementary and 150 thousand in the secondary schools there is a further scattering in vocational schools.

PATRIOTISM is emphasized in the history and geography of France, the other subjects include arithmetic, geometry, French, reading, writing, physical and natural sciences, drawing, music, sewing, manual work, gardening and physical education. The teachers are exceptionally well-trained in subject matter but their professional ability is somewhat lacking. They are not skilled in imparting knowledge and teach the children as if they were immature adults. A teacher must possess the "Aggregation," a diploma conferred by the Ministry of Education on a basis of competitive examination. The candidates are prepared in the Ecole Normale Supérieure, a part of the Université de Paris. Admission to this school is obtained by graduates of secondary schools by competition. Their retention depends on their success in annual examinations.

Verse-Speaking Choir

HENRY A. CROSS, *Core Teacher, Eighth Grade, Inglewood*

YOU are just in time," said Mrs. Far-
rington, principal of the Arroyo Seco
School, as I called at her office one
afternoon.

"For what?" I asked.

"In a few minutes our verse-speaking choir
is putting on a program, and I want you to hear
it."

"I'd like to," I said. "But what is a verse-
speaking choir?"

"Just what the words imply. It's a choir that
speaks verse. It doesn't sing, either in melody
or in harmony, but speaks verse. Come with
me and we'll listen to it."

As we went into the door, the following pro-
gram was thrust in my hand by one of the ush-
ers:

Choral Verse Program

Arroyo Seco School

Third Grade

1. The Rummy-jums, Dance-of-the-Words.
2. The Sound of the Wind, Antiphonal.
3. What I Like, Unison.
4. Psalm 107 (selection), Part Speaking.
5. Clatter Street, Part Speaking and Refrain.
6. The Tub, Unison—Boys.
7. Fairies and Chimneys, Antiphonal.
8. Lippity, Lippity, Part Speaking—Refrain.
9. Long Time Ago, Unison.

I sat spell-bound as the children went
through their numbers. Sometimes their speak-
ing was more musical than some music I had
heard. The words were clearly understand-
able; I caught the rhythm as clearly as though
drums had accompanied them. In some of the
selections, I sensed a true melody; in others,
harmony. The care with which those 23 boys
and girls followed the director, who sat down
on the front row of seats, was remarkable.
That they were all whole-heartedly wound up
in their effort was evidenced by the moving lips
of those who were not speaking in the anti-
phony. The entire performance thrilled me.

"That was wonderful," I said to Mrs. Far-
rington, as we were again in her office.

"I'm glad you enjoyed it. The children are
keenly interested in it and work hard to get
just the right expression. And they get a lot of
values out of it which aren't always obtainable
with music."

"For example," I said.

"For one thing, it improves the speaking
voice. It makes the children conscious of inflec-
tions, diction, volume, and emphasis; and it

gives them an opportunity to exercise these and
to hear the results of their efforts. Then, too,
their voices are helped by hearing others and
making comparisons. For another thing, it in-
troduces them to poetic forms, refrains, anti-
phonies, and so forth. It also gives them mem-
ory possession of many worth-while poems; in
most of our children there is a dearth of fine
poetic background and this develops that back-
ground. Dr. Bottomly has said that "choric
speech as a method of teaching has proved itself
worthy of consideration. As a method of artis-
tic expression it contains possibilities of renew-
ing and vivifying the whole art of poetry."

"What else?" I asked.

"Many children sing in monotone. Such chil-
dren are often segregated and thereby become
unduly conscious of their inability to sing. They
sometimes even develop the idea that they do
not belong to the group and show unsocial ten-
dencies. There were two children in the choir
you heard who sing in monotone but you'd
never suspect it. It is good for them."

"But does it have any other social values?"

"Indeed, it does," she said. "It gives an op-
portunity for emotional release. Did you ever
notice that our children don't laugh much in
school? They're shushed so much that they feel
it's wise not to show any emotion. We watch
their minds but we pay no attention to their
emotions—that is, until they get into trouble.
But this sort of thing permits them to release
their emotions, and they need it. Another thing
it does is to develop expressive balance. Some
children are shy and this brings them out. Oth-
ers are effusive or over-expressive, and this
tones them down. It develops a working-to-
gether spirit. Incidentally, you probably noticed
how carefully they followed directions."

"Yes," I said.

"That's another worth-while social value, and
the verse-speaking situation makes it real to
them. They know that if they don't follow di-
rections they can't do their best and they won't
appear to good advantage as a group. Conse-
quently, they follow directions, develop a group
consciousness, and—when they do well—they
possess a group confidence. Don't you think
it's worth while?"

"Very much so," I answered. "I only hope
that other parents will have the privilege of
hearing it and that other children will have its
advantages."

The Elementary School Principalship

HAKLEY W. LYON, *President, Department of Elementary School Principals,
N. E. A.; Principal, Longfellow-Cleveland Schools, Pasadena*

THE position of the elementary school principalship is the key position in public education. The principal is at all times in close contact with the superintendent and his assistants. He is also the person of the community who is known to every one.

Even though the position of the principal is of great importance he can not rely entirely upon himself for inspiration and guidance. He should keep in touch with his associates who are doing the same type of work; secure information about all available sources from which usable materials may be obtained; be informed concerning social and economic conditions; and understand the legislative situation as applied to education. Only by diligent reading can he keep himself informed on all these subjects. The newer books concerning school administration and a selected group of professional magazines should come to his desk each month—and be used.

There is no better way for a principal to budget his time and expenditures than to become an active member of his principals' organizations—local, state and national. Each of these groups makes its contribution. In many cases yearbooks and bulletins are issued and conventions or conferences are held. The National Department of Elementary School Principals offers the following to its members:

A Yearbook which is an invaluable text to both teachers and principals.

A Bulletin, "The National Elementary Principal," issued four times a year, which contains up-to-date, brief statements concerning new ideas in elementary education, and news of activities in elementary schools.

Opportunities to make contacts and to be associated with other principals and to grow professionally.

Meetings held each year in connection with the N.E.A. convention and with the meeting of the Department of Superintendence. All elementary principals are invited to attend.

Principals are becoming more and more organization-minded. They have begun to realize the value of numbers. Occasionally we hear that some principal thinks he is asked to join too many professional organizations—that the amount of his dues paid is too great. Such a statement reminds me of the remark made by a carpenter friend of mine who became a teacher.

One day a group of teachers were discussing the amount of dues in their professional organization. Several thought the fee quite high and objected to paying it. My carpenter-teacher-friend spoke to them in no uncertain manner as follows: "When I was a carpenter I paid \$40 per year for the privilege of working as a carpenter, and you hesitate to pay less than half that amount for the privilege of continuing as a teacher." To him success of the professional organizations and continuation as a teacher were synonymous.

The National Department of Elementary School Principals co-operates in every way possible with state and local principals organizations. We invite all who hold the welfare of children to be of paramount importance, to join us.

* * *

Stories of the Far West

GINN and Company has issued "Stories of the Far West" by Joseph G. Masters, high school principal of Omaha, Nebraska. This book should be in every California school library.

Mr. Masters presents a splendid picture of the winning of the West. The treatment is biographical. The historical characters whose work helped to build a great empire in Western America are described in a most fitting manner.

The story of Jedediah Smith, and his experiences in California, make the book particularly interesting to California students. Not only does Mr. Masters describe individuals, but he has included a considerable mass of source material.—Roy W. Cloud.

* * *

Sunbonnet Days

SUNBONNET Days, by Elisa Duboch Isely, is an interesting story of pioneer life in the prairie country of the United States. It relates the experiences of a Swiss family which came in 1855 to this country by way of New Orleans. Their experiences on the old Mississippi River steamboat and their hardships in Iowa and Kansas, are recounted.

The heroine was a Civil War bride. The story of their struggles, their pleasures and their life history show the progress of an alien family which became a fine American household. 226 pages of interesting reading good for social studies. Printed by the Caxton Printers, Ltd., Caldwell, Idaho.—Roy W. Cloud.

Nature Study in California

HARRINGTON WELLS, *Division of Biological Science, Santa Barbara State College*

ARIDPLY-GROWING interest in the field of natural science has developed during recent years. California teachers and administrators have cause to take particular pride in the progressive steps taken toward the advancement of what may be termed as a "popularized" fund of knowledge among young people and adult laymen. It is interesting to note the factors influencing this educational trend.

In the September, 1927, issue of *Sierra Educational News**, Dr. George Graves of Fresno State College called attention to the special training being given to cadet teachers, in view of the somewhat chaotic situation then existing throughout the state with regard to teacher training in elementary science. The fitting of children's minds to the facts of science through a correlated, progressive sequence through the grades has become a subject of nation-wide study, as evidenced by the devotion of the thirty-first yearbook of the National Society for the Study of Education to "A Program for Teaching Science."

The problem resolves itself into two phases: first, an adequate emphasis upon subject matter and the related technique of presentation in the teachers colleges, and second, the awakening of experienced educators to the need for vitalized curricular material designed to efficiently integrate children with the modern age of science.

Each of the teacher training institutions now presents a carefully planned program. At Santa Barbara State College, for example, every candidate for certification (kindergarten-primary, elementary, and junior high) now takes the course in Technique of Nature Study. Many present teaching minors in science. The State Board of Education, recognizing the need for better training, recently raised the state requirements in natural science from 12 to 14 semester units. Young teachers trained under this plan should go forth much better equipped to interpret scientific subject matter than was formerly the case.

* Graves, George W.: "Nature Study at a California College," *Sierra Educational News*, vol. 23, No. 7, September, 1927; pages 402-3.

Summer schools, particularly those at Mount Shasta, Arcata, and Huntington Lake, have always emphasized field nature-work. The West Coast School of San Jose State College has completed its fifth summer with sessions along the Redwood Highway, Asilomar, and Sequoia National Park. The Santa Barbara Field School of Nature Study inaugurated its first season as an integral part of the college program in August, 1935.

Experienced classroom teachers have long felt the need for nature materials and they welcome with satisfaction the program of our State Department of Education to organize the great body of science information in such a form that it will be particularly useful in California classrooms. Under the leadership of the State Division of Elementary Education, instructors in the science departments of the teacher training institutions planned an educational innovation, the publication of the "Science Guide for Elementary Schools."

The monthly distribution of these bulletins to every urban and rural elementary school in the state sets an example of professional co-operation which focuses national attention upon the California school system. The authors of these booklets contribute research, time, and specialized knowledge to their preparation. The state publishes and distributes them entirely without cost, so that the teachers and children of Cali-



A child study group, Santa Barbara School of Nature Study

fornia may more fully know and appreciate the value of science in enriching life.

The following list of titles selected from state bulletins in preparation for future publication will indicate the scope of the plan:

- Tidepool Animals
- Fresh Water Plants and Animals
- Desert Life
- Spring Wild Flowers
- Field Crops and Weeds
- Orchard Trees
- Ornamental Plants
- Insect Enemies and Benefactors
- Wood Products
- Communication
- Transportation
- Use and Conservation of Water
- Origin and Use of Metals
- State and National Parks and Forests

California universities offer to teachers the leadership of nationally recognized authorities in their respective fields. Many of the most widely adopted text and reference books in the United States have been written by California scholars. Among these authors may be mentioned Professors Holman, Robbins, Jepson, Daniels and Holmes of California; Smith, Martin, and Burlingame of Stanford; Haupt of the University of California at Los Angeles; Hunter of the Claremont Colleges, and Stanford of the College of the Pacific.

NOR are educators alone in their interest and encouragement. Civic groups throughout the state emphasize conservation of natural resources throughout the year, culminating in observance of "Conservation Week" during March and the Yosemite Forum during June. The 1935 Conservation Bulletin was a feature of the former, while the Yosemite conference was attended by interested adults from all parts of the state. Girl and Boy Scout executives, Hi-Y and 4-H club leaders, as well as garden-club and parent-teacher organizations are enthusiastically supporting teachers in the campaign to interest children in the protection and love of plant and animal life.

The marine gardens of the Pacific extend along our western border. Yosemite, Sequoia, and General Grant National Parks are within our boundaries. The cypress of Monterey, the Torrey pine, and the giant redwoods of the Sierras are found nowhere else in all the world. Study Nature in California!

* * *

Junipero Serra

GOUVERNEUR MORRISON, author of "Bells, Their History and Romance," has now brought out "Junipero Serra, Padre-Pioneer," published by W. Denton Cogan, 35 East Ortega

Street, Santa Barbara. This delightful little volume is beautifully illustrated with original drawings of the Missions and a full-page plate of Serra.

Morrison tells interestingly the story of California's First Apostle, abridged from Palou's life of Serra. Morrison's book has been approved by the California Serra Sesqui-Centennial committee and should have wide use.

* * *

Caxton Printers, Ltd., Caldwell, Idaho, "Peggy the Nomad," an interesting story of the Salmon River industry of Idaho. The heroine is a 12-year-old girl who, with her parents, lived in this interesting section of the United States. Beatrice Shaw Chapel is the author. The decorations and illustrations are by Agnes Randall Moore. "Pickpocket Songs" is a book of poems for children by Edna Becker, illustrated by Sears Frank. There are 45 poems which should all prove of interest to small boys and girls.—Roy W. Cloud.

* * *

RENEWED demands for engineering graduates has resulted in all but 4% of the 1935 graduating class of the University of Southern California college of engineering being placed in positions to date, it was revealed by Dean Philip S. Biegler.

All of our electrical engineers were placed and we received more calls for chemical engineering graduates than we were able to fill," the U. S. C. dean declared. "Out of a graduating class of 54 men, only six are now unemployed and we expect to place them shortly."

* * *

Dr. James H. Bedford

THE many friends of James H. Bedford, in the field of industrial education and vocational guidance, are congratulating him on his recent accomplishment at the University of Southern California where the degree of Doctor of Philosophy was conferred upon him.

Dr. Bedford has been an instructor and counselor at the Herbert Hoover High School, Glendale, for a number of years. He has taken active part in building up teachers' professional organizations, having served as vice-president and as chairman of the committee on certification, Southern California Vocational Guidance Association, chairman of the central committee for teachers' civil service, Glendale City Schools, and was editor of the California Industrial Education Magazine for 4 years. Dr. Bedford is especially interested in vocational guidance and recently wrote his doctor's dissertation on "A Study of the Vocational Interests of Secondary School Students."



Dr. James H. Bedford

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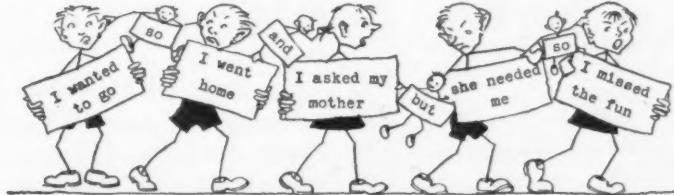
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Contest For Unknown Authors

LITERARY-minded readers of Sierra Educational News will be interested to know that a publishing firm is trying to discover and push to prominence unknown talented writers, of both poetry and fiction. To this end a national prize contest is being conducted. Two anthologies, one of poetry and one of short fiction, are to be published containing the work only of such authors. Ten cash prizes, ranging up to one of \$100, will be paid for the best contributions in the poetry anthology. There will also be 10 similar prizes for the best work included in the short fiction anthology.

Contributions for either or both contests and anthologies should be mailed to the Contest Editor, Avon House, Publishers, 151 5th Avenue, New York City. A copy of the rules may be obtained by writing to the Contest Editor.

* * *

THE "Teachers Journal," published during the school year by the Fresno City Council of Education, is now in its second year. The Council officers are David R. Metzler, president; Neva W. Colson, vice-president; Sarah Strother, secretary; R. F. Aspinwall, treasurer.

The editorial committee comprises Mary S. Denison, Mildred Emberling, Jane R. Glynn, Marguerite Harbers, Edna K. Hartley, Thelma D. Hoar, Elisabeth Bruce Kircher, Christena E. McKinlay, Lucile Wade.

O. S. Hubbard, city superintendent of schools, and his associates are to be congratulated upon this worthy educational project.

* * *

PROFESSOR GEORGE D. STRAYER, Teachers College, Columbia University, New York, has issued an important mimeograph document relating to the Federal Youth Program, his recent address in which he answered in the negative "Shall we accept a centralized and political administration of public education?"

"In my judgment," he declares, "the pattern set up is contrary to the traditions of American educational administration and opens the way to the centralization of the administration of public education. This I consider inimical to the best interests of education and ever more seriously to the welfare of democracy."

* * *

American Government

FORM and Functions of American Government, by Thomas Harrison Reed, professor of political science, University of Michigan, is now brought out by World Book Company in a handsome 1935 second revised edition. Wide and successful use has thoroughly established Professor Reed's book as a standard text for high school courses in government. Its emphasis on the changing, evolutionary character of government has made it outstanding. Recent, rapid changes in our political order are fully discussed in this timely and finely-printed new revision.



ETHIOPIA (Abyssinia) is the oldest monarchy in the world. It has a form of Christianity, and in this connection note the prophecy in Psalm 68:31.

NOW is the time to order Workbooks. Arithmetic, English, Geometry—these are just a few subjects covered by Winston Workbooks.

WHO discovered America? Ten different peoples claim that their ancestors discovered America before Columbus. They are the Chinese, Arabians, Venetians, Welsh, Portuguese, Dutch, Basques, Icelanders, Danes, and the Irish.

ALABAMA is the most recent state to adopt THE WINSTON SIMPLIFIED DICTIONARY (three editions). In addition, it is used in thousands of schools in other states; in fact, more than three and one-half million copies have been distributed. Editions are available for all school needs—Primary, Intermediate, Advanced, College, and Encyclopedic.

THE Chinese have always believed that spectacles added an educated and dignified appearance to a person and millions have worn them for centuries for this one purpose. The wearing of glasses was a Chinese custom 2,000 years before the discovery of optical science.

SO new that you probably haven't heard about it is EVERYDAY LIFE (list \$0.48), a Primer by Ethel Maltby Gehres, designed to precede any basal series. The text is about such activities as going to the shoe store, to the dentist, to a farm. Illustrations are *actual photographs* of real boys and girls engaged in these activities.

PROBABLY the only cavern in the world in which musical sounds are produced by the wind is Fingal's Cave on Staffa Island, one of the Hebrides off Scotland. It was during a visit there that Mendelssohn was inspired to write his overture "The Hebrides."

IN October, 1535, four hundred years ago, there came from an unknown press the first printed English Bible. Perhaps you think of Winston primarily as publishers of textbooks, dictionaries, juvenile, and miscellaneous books. But Winston does publish Bibles . . . nearly 300 different styles . . . the world's largest line of self-pronouncing Bibles and Testaments.

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L. J. ADAMS, Head, Department of Mathematics
Beverly Hills High School

ONLY those mathematics teachers who have tried it can fully appreciate the increased interest generated by a mathematics exhibit. The values of exhibits in other subjects is quite generally accepted as a matter of course. Perhaps the greatest impetus to this type of activity in mathematics has been the display at the World's Fair in Chicago. A smaller, similar collection is now shown in the Griffith Park Observatory in Los Angeles.

It is with the hope that further efforts be stimulated that a brief outline of suggestions for a mathematics exhibit is presented here.

1. Graphs of the statistical types, illustrating such data as local weather variations, causes of failure in mathematics, relative enrollments in classes and schools, financial indices and price trends.
2. Graphs of special curves, including the conic sections and the trigonometric functions.
3. Graphical methods of solving equations and systems of equations.
4. Charts showing arithmetical and geometric progressions and the permutations of four and five letters.
5. Geometric proofs of trigonometric identities.
6. Value of pi to 707 significant figures.
7. The nine-point circle.
8. Collection of objects showing geometrical designs in nature.
9. Single and double cones made of wood showing the conic sections.
10. Various types of co-ordinate paper.
11. How to tell a person's age.
12. Solutions of well-known problems, such as Mary's and Ann's ages, the three smudged faces and the fireman, brakeman, and engineer problems.
13. Magic squares.
14. Mathematical puzzles.
15. String, wire, paper and plaster models of curves, solids and sections of solids.
16. Mathematical instruments, such as the straight edge, compass, slide rule, hypsometer, clinometer, level, plane table, right angle mirror, sextant, square and linkages for drawing ellipses and other curves.
17. Paradoxes and fallacies, both algebraic and geometrical.
18. Scrapbooks of geometric patterns in home, industry and architecture.

19. Themes on the history of mathematics and biographical studies of great mathematicians.

20. Perfect examination papers.

21. Old textbooks.

22. Books and articles written by the teachers.

23. Portraits of outstanding mathematicians.

This list is not classified, nor is it exhaustive, but it is designed to suggest possibilities in mathematics exhibits to wide-awake teachers.

* * *

School Music Programs

LESLIE P. CLAUSEN, Los Angeles Junior College

KEEP in step with what is being done in school music by tuning in on the new series of weekly half-hour programs to be given over Columbia Don Lee Broadcasting System. They will begin in November, featuring representative orchestras, bands, a cappella choirs, and glee clubs from various Pacific Coast high schools, colleges, and universities. These programs, sponsored by Northwest and California-Western School Music Conferences, will be broadcast from: Seattle, Tacoma, Spokane, Portland, San Francisco, Sacramento, Fresno, Los Angeles, and San Diego.

School music directors belonging to the Conference may apply for broadcasting time by writing to Dr. William E. Knuth, San Francisco State Teachers College, radio chairman, Bay Section, California-Western Conference, or to Leslie P. Clausen, Los Angeles Junior College, general chairman, California-Western School Music radio activities.

* * *

Gonzales Holds Primacy

FRED KELLY, principal, Gonzales Union High School, and his teaching staff, are again first in all California to renew membership in California Teachers Association for the ensuing calendar year. The teachers of Gonzales Union High School have held 100% membership in C. T. A. for the numerous years during which Mr. Kelly headed that interesting and picturesque school.

* * *

New Dodd-Mead Books

DOOD, Mead and Company have recently issued two charming volumes for children. "The Junior Poetry Cure," a first aid kit of verse for the youth of all ages, is a delightful anthology by Robert Haven Schauffler, with 50 pictures. "New Plays for Christmas," edited and compiled by A. P. Sanford, comprises 14 Yuletide plays for young people.

Educational Value of the Puppet Show

LAURA A. PENNY
Art Department
San Luis Obispo
Junior High School

THE Puppet Show in the junior high school supplements the so-called fundamental subjects by correlation with them and by furnishing an opportunity for original expression in the arts. Furthermore, the show projects itself into the community and correlates home and school.

Our audience is composed of friends and parents, many of them patrons of former shows. Many, perhaps, have seen puppet characters¹ come to life in a young puppeteer's leisure time and have looked forward to the night of the performance. A program used in this discussion follows:

The Junior High Puppet Club presents

I

The Fairy and the Doll..... Violet Cline and Agnes Reycraft

1. The term puppet includes both hand puppets or guingols and string puppets or marionettes. This article deals with marionettes, although educational values are the same for all puppets.



Here we all are with our puppets

II

Raggedy Ann's Mysterious Disappearance. Play written by Barbara Francis and Mary Ann Ott.

Act I. Nursery.

Act II. Scene 1, The Deep Woods; Scene 2, The Hut.

Act III. Nursery.

Raggedy Ann.....	Mary Ann Ott
Raggedy Andy.....	Barbara Francis
Cleeto	Violet Cline
Babette.....	Barbara Murphy
Uncle Clem.....	Patricia Pitts

III

Song, "Kiss Me Again"..... Betty Jane Redfield

IV

Horse Feathers..... Puppeteer: Marian Polin
Intermission.

V

The Three Little Maids, from "The Mikado." Operators and Singers: Jean Gilfillan, Frances Yamasaki
Myrna LaRue

VI

Senorita Rosita Morena..... Esther McGhee
LaCucharacha... Isle of Capri

VII

The Mad Tea Party

A One-act Play

Mad Hatter.....	Harrell Fletcher
Alice.....	Dorothea Baldwin
The March Hare.....	Robert Snowman
The Dormouse....	George Stockdale

These Puppeteers made the puppets they operate: Agnes Reycraft, Violet Cline, Barbara Murphy, Patricia Pitts, Betty Jane Redfield, Marian Polin, Jean Gilfillan, Frances Yamasaki, Myrna LaRue, Esther McGhee,



Behind the scenes putting on the show



The Three Little Maids, from The Mikado

Harrell Fletcher, Dorothea Baldwin, Robert Snowman.

Stage manager and lights.....Lawrence Bradbeer
Properties, tickets.....Frances Fletcher
Head usher.....Violet Cline
Japanese scenery.....Esther McGhee
Furniture.....Robert and Wilfred Champlain
Sponsor.....Art Department

March 1, 1935
Afternoon, 3 P. M.
Evening, 8 P. M.

I. The Puppet Show Correlates With Fundamental Subjects

1. Business Training.

Assembling, arranging and mimeographing the programs gives the final touch of reality to the undertaking, although setting the date, advance ticket sale, and backstage organization has done its full share. The show is advertised through news articles and a paid ad in the Daily Telegram (contact by a club member, who is newspaper route manager), posters, linoleum blockprint handbills and penny postals, advance sale of tickets, and a trip with puppets to elementary schools.

Each member of the club made a poster. Those made by the artists of the club were the best, of course, and were used in advertising. The business of advertising mentioned above is efficiently done by those members who may perhaps lack the art ability but are just as valuable to the show in the capacity in which they can serve.

A boy in charge of a few puppeteers with representative, but not the choicest marionettes led the way through the rooms of elementary schools. The boys and girls, remembering former shows, took great delight in the dancing and bobbing of the marionettes, and in the songs and talk of the troupers who offer tickets for sale for the matinee the following afternoon.

To prevent any difficulty, the girl in charge of tickets arranged for an adult to be responsible for the money taken in at the ticket office

before the show. Tickets were taken up at the door of the auditorium by the head usher and her assistants, who also showed people their seats and handed out programs.

Daily club periods became meetings for plans and discussion, presided over by the club president.

2. Woodshop Correlation.

How sad to see a tumbled body caught in the strings which gave him life! Not just sad, tragic for the young puppeteer who finds his puppet in such a condition. Out of such accidents grew plans for a puppet rack as well as a bridge-rack combination. These plans were approved by the woodshop and carried out by boys in the department who, thereby, earned complimentary tickets and used them. These boys did not omit a backstage visit.

3. Home Economics Correlation.

Oh, yes, the lovely vision in black lace who sang "Kiss Me Again" on the program has a parasol and hat of black lace, a ring on her finger, and embroidery pantalets. All her clothes are beautifully planned and made, revealing as much artistry as her daintily modelled features and her matchless complexion do.

Then consider the Fairy in "The Fairy and the Doll," whose originator was forced to use the fourth costume she made because the night of the production was so near. A seeker after perfection! Such a waste of energy and material to complete the conception of a character. She needs the help of costume design and sewing in the home economics department and this could clearly be used as a motivating force.

4. Electric Shop Correlation.

Footlights, side, and overhead lights, three changes and a dimmer manipulated by the stage manager and electrician will light a hut at noon or night, a Japanese garden, or the deep, deep woods.

II. The Puppet Show Correlates With the Arts

The puppet show offers creative expression in each of the five separate arts²: sculpture, painting, music, literature, and architecture. Two literary members of the club cast the beloved characters of Raggedy Andy stories into a three-act play written by them. The cherished dolls were renovated, limbered up and strung, and walked and talked through as exciting adventures as any Johnny Gruelle could have thought of. Entitled "The Mysterious Disappearance of Raggedy Ann," this play was read

². Horne, H. H., *The Philosophy of Education*, Macmillan, 1927, Chapter IV, *The Sociological Aspect of Education*, pp. 118-122 incl.

October 1935

to the club by its co-authors, approved, and went into rehearsals.

"The Three Little Maids" from *The Mikado*, a number sung in the Girls Glee Club, inspired one act for marionettes. The act made its first appearance in an Honor Scholarship assembly and was repeated for the Big Show. Three girls made³ the Japanese marionettes and sang for them as they fanned and courted or moved coquettishly through the garden together to the rhythm of their song. One of these was a Japanese girl. She, with the help of her mother, created a fascinating little bride who brought to us still more love of her and her country. The best painter in the club agreed to paint cherry trees and Fujiyama backdrop. Music and the dance, sculpture, painting with figure construction and costume design combined to make this act complete.

III. The Puppet Show Contributes to Character Education

1. Social Obligation.

Lit-up eyes and a wide smile, a breathless report of, "We sold 75 tickets at Fremont—all we had," "We couldn't go on until we came back for more." "There are so many people coming!" Feet so tired from escorting puppets through 50 school rooms! Our public, an obligation, a social responsibility; now you must do it—we, I, will train my puppet, I will get expression into my part of it, do all I can for our audience. Such a thrill in being an important part in a high endeavor where a great deal is not too much to expect. Rehearsals at 7 a. m., club period, at 12:30 p. m., at 4 p. m., at 6,—anytime.

2. Leisure Time Occupation.

Through weeks and months of working spare time, an active, attractive girl who has ridden her palmino over the hills, felt its movements under her, thrilled at its grace, draws and plans a puppet horse such as she has never seen before, a horse to be made all of papier mache with joints and strings to put it through amusing antics. The act "Horsefeathers" was named from an ostrich feather boa trimmed into a mane and tail. Never to be forgotten is the absorbed delight of the puppeteer as her puppet horse stepped to the strains of Sousa's Military March—a phonograph record. After the show the audience who came backstage felt the velvety nose, saw the mobile joints in fetlock, knee and shoulder, neck and back. Rubber tire-tube ears, painted with poster paint as carefully as the horse itself, that will lay back when

3. See sub-paragraph 4 under Paragraph III

New Gregg Books

All Published Since
January, 1935

THE ENGLISH OF BUSINESS, Complete.
By Hubert A. Hagar, Lillian Grissom Wilson,
E. Lillian Hutchinson, and Clyde L. Blanchard.
List Price, \$1.00.

New in every way—an easier teaching plan—a novel series of informative supplementary exercises—a new exercise pad—an original and different treatment of business letter-writing.

ESSENTIALS OF BUSINESS MATHEMATICS—PRINCIPLES and PRACTICE.
By R. Robert Rosenberg, C. P. A., Dickinson High School, Jersey City, New Jersey.
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A ninety-unit, intensive course adaptable to almost any program. Conservative in scope, complete in coverage of essentials.

TEACHING METHODS AND TESTING MATERIALS IN BUSINESS MATHEMATICS. By R. Robert Rosenberg. List Price, \$1.20.

This volume definitely represents a milestone in testing and methods of teaching Business Arithmetic. For teachers only.

ESSENTIALS OF COMMERCIAL LAW, REVISED. By Wallace H. Whigham, Lloyd L. Jones, and James W. Moody. List Price, \$1.40.

Just off the press. A brand-new text emphasizing social and civic implications. Simple in presentation; authoritative in treatment.

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A brand-new, one-year presentation covering all the fundamentals and avoiding "padding." The most economical comprehensive course available. Eliminates cost of expensive practice sets.

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THE GREGG PUBLISHING COMPANY

NEW YORK CHICAGO SAN FRANCISCO
BOSTON TORONTO LONDON SYDNEY

pulled by a string through screw eyes behind the ears. Sheet-lead horseshoes to mark the stepping in the dance on the muslin covered board stage floor. Papier mache over a wood foundation, joints invented to bend so far, just so far, as horse joints do⁴.

3. The Fundamental Processes of Learning.

One of the cardinal objectives in education is command of fundamental processes. Winona Howard⁵ writes "The whole world is kept progressing by thinkers who use originality and doers who have initiative; therefore creative expression versus imitation is desirable. The individual who expresses his own ideas freely in his own way must be one who knows how to observe, to study, to plan and to act" just as the girl who built the horse puppet did to create the character she did.

4. The Use of Discarded Materials Gives Opportunity for Originality of Thinking.

The puppet show furnishes a character education activity which has its beginning in discarded newspaper, rag, and wood scraps. Animal marionettes are often made entirely of papier mache (pulverized newspaper and flour paste). They are sometimes made of cloth. People marionettes are successfully made as follows:

The head: papier mache.

The body: cloth or wood.

The hands: wire frames, cotton, strips of paper, paste.

The feet: cloth or wood.

Clothing: scraps of silk, ribbon, lace, etc.

There are many other combinations of material with which all workers with puppets love to experiment.

The puppet show does not take the place of the basic school curriculum. It offers to students dashing here and there in search of facts and dates a place to develop their ideas and to experience in a normal social environment the principles taught in social science, mathematics, languages, and the arts. With guidance, students discover how to make use of time, energy, and material, getting highest satisfaction in the pursuit of "what gives them greatest delight."

4. See article Journal of the N. E. A., March, 1935, "Hobbies and Leisure Time," by F. A. Boggess, Principal, University Hill Junior High, Boulder, Colo., for similar use of leisure time.

5. School Arts Magazine, November, 1934, in article "Relation of Art to Seven Cardinal Objectives in Education."

* * *

A Half-Century of School Service

ON the coast of San Mateo County, at Pedro Point, lives a fine old gentleman, E. H. (Harry) Danmann. About 300 yards from his home a number of ships have pounded themselves to pieces on the jagged rocks that line the shore. Mr. Danmann has never had a child of his own, but for 48 years he has been a trustee of the little school district in which he resides. Most of the half-century he has been clerk of the board.

For 18 years he rendered fine co-operation while I was county superintendent of schools. He has worked just as loyally with the present superintendent, Pansy J. Abbott. During vacation I visited him. He is just as proud of the little school, which is freshly-painted, spick and span, as he is of his most prized possession. He wanted to resign two years ago, when Mrs. Danmann passed on, but his friends prevailed upon him to continue until 1937, when he will have completed 50 years of public school service.—Roy W. Cloud.

* * *

The New World

A record of recent programs

WEEKLY broadcasts NBC Western States Network, Mondays 9:30-10 a. m., California Teachers Association in co-operation with National Broadcasting Company. Programs directed by Arthur S. Garbett, Director of Education Western Division, National Broadcasting Company, assisted by New World Ensemble, under direction of Louis Ford.

August 12—English and Dramatics. Mary Sample, Arcata Union High School; president C. T. A. North Coast Section Classroom Division.

August 19—Dancing. John Douglas Cornway, teacher Alta Vista School, Auburn.

August 26—Humorous Experiences of an Elementary School Principal. Mrs. Florence D. Mount, principal, Fletcher Drive School, Los Angeles; secretary, California Elementary School Principals Association; over KECA.

September 2—Support Education. John A. Sexson, Superintendent of Schools, Pasadena; president, California Teachers Association.

September 9—Admission Day. Peter Conmy, teacher Horace Mann Junior High School, San Francisco; historian, Native Sons of the Golden West.

September 16—How the Modern Girl Trains for Health. Mrs. Mary S. Close, teacher of physiology and hygiene, High School of Commerce, San Francisco.

September 23—The Modern School. Arnold A. Bowhay, principal, Beverly Hills High School; over KECA.

MANUAL Arts Press, Peoria, Illinois, has brought out an excellent series of four Home Workshop Books, on things to make and how to make them. The author, William W.

**FOUR FACTORS THAT HELP TEETH LAST A LIFETIME ARE:
PROPER NUTRITION...PERSONAL CARE...DENTAL CARE,
AND PLENTY OF CHEWING EXERCISE...**

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Young bodies require play and exercise. Chewing gum affords a special, enjoyable exercise beneficial to teeth and youthful facial contours. So, it follows logically that there is a reason, a time and place for chewing gum.

P-199

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This New Alcohol Education

W. ROY BREG, *Executive Secretary, Allied Youth, Washington, D. C.*

WE may safely say that all right-thinking school officials and teachers are interested to some degree in the alcohol problem, particularly as it affects the character-development of the students under their guidance. The difficulty is in finding a realistic approach to the subject that is in harmony with the educational requirements of our curriculum. Frankly, can we teach the facts about alcohol without propaganda, criticism and argument?

Allied Youth answers that question with an emphatic positive, and then shares with us a program that commands respect and offers opportunities far more challenging than the mere enrolling of a few total abstaining young people.

From headquarters in the National Education Association Building, Washington, D. C., the leaders of this new and rapidly-spreading movement have surveyed the field microscopically. Out of the richness of thousands of contacts with young people and their leaders, Allied Youth developed an approach, program and technique that are admirably adapted to present-day requirements.

In its educational plan, the whole story of beverage alcohol becomes familiar, not as a series of isolated facts or colored charts, but in its proper relationship to the physical and social development of the individual and of the race. The platform of the organization states: "We stand for the liberation through education of the individual and society from the handicaps of beverage alcohol."

Trustworthy scientific authorities, such as Dr. Haven Emerson, of Columbia University, and Dr. Emil Bogen, author of the school text, "What About Alcohol?" become the mentors of youth in forming personal habits regarding drinking. Their advice is augmented by the experience of National Safety Council officials, famous athletic coaches, and the heroes of the sports page whom they have developed.

The Allied Youth program begins in the classroom, with supplementary literature such as the study and discussion pamphlet, "Youth Faces the Liquor Problem," by Bert H. Davis. But it does not remain there. "Show Me" tours, each in itself an expertly-developed educational

activity, help young people to relate classroom lessons to the actual social and individual consequences of drinking as they exist in the home city, and often in the state. Through these directed tours of observation and investigation future citizens develop an intelligent understanding of the practical aspects of the alcohol problem. Nor is this yet the whole story.

Local Allied Youth posts, organized and chartered by the national organization, are extra-curricula projects with extensive social and recreational features. On the same basis of democracy that is characteristic of the classroom, all young people are welcomed into the friendly, wholesome, no-drinking activities of the post.

The progression is simple. In class, young people learn; in observing conditions, they decide; in social contacts, they act. That is why we say, "We believe the educational and social approach to the alcohol problem is the only sound and acceptable one for this present generation. We are discovering that total abstinence among young people is the normal, natural by-product of unbiased education. The greatest need of youth is for opportunities to maintain their convictions and cherish their ideals with other like-thinking contemporaries."

* * *

Alaska Natives

ALASKA Natives, a quarto volume of nearly 500 pages profusely illustrated and with maps and tables, is an authoritative survey by Dr. H. Dewey Anderson, assistant in educational research, Stanford University, and Dr. Walter Crosby Eells, professor of education, Stanford University.

This monumental study was made at the request of United States Office of Education under auspices of School of Education of Stanford University. Part I, of 35 chapters, is a sociological study; Part II, of 15 chapters, is an educational study. There are extensive appendices and tables. This is a basic course monograph for all who are interested in Alaska natives, ethnology and related subjects.

* * *

DR. WALTER CROSBY EELLS of Stanford University, editor-in-chief of the Junior College Journal, has been granted leave of absence for a year in order to accept a position as co-ordinator for the national committee on co-operative study of secondary school standards.

Teachers Agency for Sale

The well known J. M. Hahn Teachers Agency of Berkeley is offered for sale on reasonable terms. Address

THE HAHN AGENCY
Wright Building Berkeley, California

They are planning a general study of the secondary school situation somewhat analogous to that recently completed in the college field under the auspices of the North Central Association.

A preliminary grant has been made to support the work of this committee by the General Education Board. He is to have charge of the Washington office of the committee, which will be the national headquarters for their work next year.

* * *

New Ginn Books

AMONG recent books published by Ginn and Company and particularly worthy of serious consideration by California school-people may be mentioned the following:

"Finding the New World," from Leif the Lucky to the Pilgrims of Plymouth, by Walter Taylor Field, is another excellently written and illustrated supplementary reader for the elementary schools. In it the romance of history is emphasized.

"Un Ano Memorable," a Spanish language book, including a reasonably complete grammar; lively and human material in dialog form for practice in composition and exercises for practice in conversation. The conversational tone is maintained throughout. Three authors, Parker, Mathews and Vallespin, have collaborated in producing this admirable text.

"Im Herzen Europas" by Clifford E. Gates, professor of German, Colgate University, furnishes informative reading-matter, engaging the interest and holding the attention of beginners in German. This text of 235 pages, with many recent illustrations, is well recommended.

* * *

JULIAN BECK, teacher of commercial subjects, mathematics and social studies, San Fernando High School, and legislative representative for the probationary teachers, Los Angeles City Schools, recently wedded Maude Marie Jackson, Las Vegas, Nevada. Mr. Beck recently passed the California state bar examinations and was admitted to practice.

* * *

School Trustees Plans Announced

PLANS for expansion of membership and influence of California School Trustees Association, are announced by John J. Allen, Jr., of Oakland, new president, following the fifth annual convention of the association.

Officers elected with Allen were Albert Launer of Orange, vice-president, and G. Levin Aynesworth of Fresno, secretary-treasurer. Directors are Dr. Ray Appleby of Monterey, M. L. Brazil of Ventura, C. Doxsee of San Mateo County, R. C. Graham of Butte County, Edward W. Hauck of Los Angeles, W. Shaw of San Bernardino, C. D. Springer of San Diego and F. T. McGinnis of Crows Landing, past president.

Institute For Emergency Teachers

ARTHUR Henry Chamberlain, nationally-known educator, for many years state executive secretary, California Teachers Association, and now director of Federal Department Emergency Education Program, San Francisco, with a group of associates recently conducted a notably successful and inspiring institution of instruction at State College, San Francisco.

This four-day series of interesting sessions brought together a group of several hundred EEP workers. The list of instructors, panel members and group chairmen included some 35 prominent California school leaders, including the Honorable Vierling Kersey, state superintendent of public instruction; Roy W. Cloud, state executive secretary, California Teachers Association; Leon J. Richardson, director, extension division, University of California; Dr. George Mann, State Department of Education; Robert F. Gray, Director Adult Education, San Francisco.

* * *

A Silver Book of Songs

HALL and McCreary Company, Educational Publishers, Chicago, have brought out the Silver Book of Songs, collaborated by five authors, including Lewis W. Curtis, Director of Music, Los Angeles public schools. This paper-bound book comprises 132 pages and includes song materials for all grades.



The Safest Place for Teachers is Under the T.C.U. Umbrella

Perhaps some people can afford to belong to the "happy-go-lucky" crowd who refuse to worry about "rainy days." But most teachers are not that fortunate. They have to be **sure** of an income when disabled by sickness, accident or quarantine.

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Your retirement salary is not sufficient, you know, to maintain your present standards of living. It must be augmented if you are to have even the simplest comforts.

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Be Safe—Get Under the T.C.U. Umbrella
It's such a comfortable place to be, even when you are well, because you have no worries. But when trouble comes, it's like being in a cyclone cellar while the tornado rages outside. T.C.U. protection is then priceless. Alberta Schwab of Los Angeles, Calif., writes:

"With hospital bills, doctor bills and loss of salary staring me in the face, what should come along but the welcome red, white and blue air mail letter? The substantial check therein relieved the situation tremendously. I'm so glad I took out this health and accident policy. The T.C.U. umbrella is a real umbrella and I, for one, am glad I am privileged to crawl under it."

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I am interested in knowing about your Protective Benefits. Send me the whole story and booklet of testimonials.

Name.....

Address.....

(This coupon places sender under no obligation)

An Elementary School Graduation

HERMAN A. BUCKNER, *Superintendent, Hawthorne Public Schools,
Los Angeles County*

THE problem of producing a novel form of commencement exercise for a class graduating from grammar school was solved in a satisfactory manner at the Hawthorne Elementary School for the winter class. The entire program was patterned after the popular form used on radio programs by having a master of ceremonies interview the various participants in the program.

One of the graduates acted as master of ceremonies and was assisted by three other members of the class who answered the questions put to them. Questions aimed to bring out certain facts relative to the method of teaching now in vogue and pertaining to the subjects handled under the "unit work" plan.

To lend diversity to the program and give the audience considerable informative matter relative to the early history of the school district three adults were also on the program, one of them a woman who was among the early graduates from the school; another a woman who was an early settler in the district and first president of the local parent teachers association; and the third, one of the first trustees of the district.

The musical numbers were furnished by the school orchestra and chorus and by one of the teachers who rendered a vocal solo.

After interviewing the three adults on the early history of the schools in which interviews some very interesting and humorous facts were given the three students, in turn, took up the subjects relating to the present methods of teaching and how the various subjects are handled.

The following excerpts from the script will give an idea how such a program can be built. It will, if it meets with the same degree of approval accorded the Hawthorne program, replace the conventional commencement program with one which is novel, entertaining and informative.

Casper (Master of Ceremonies)—Realizing that you would like to know something about our schools as they are conducted today I will ask some questions of three of the members of the graduating class, Margaret Price, Teddy Foster and Bob Wendham. Margaret, what do you think about having the school orchestra play a number at this time?

Margaret—I think that would be fine so you and Teddy and I will take our places.

Orchestra number

Casper—How long have you played in the school orchestra, Margaret?

Margaret—I have been playing for three and a half years.

Casper—I have been in the orchestra this year only but I have certainly enjoyed it. Do you take music lessons outside of school?

Margaret—No.

Casper—How many have we in the entire orchestra at present?

Margaret—There are 30 and 15 of them are in our class.

Casper—That means that our conductor, Mr. White, will have to find quite a few new members to fill our places this next semester. Do you know, Margaret, that some persons think we should not have an orchestra in the school?

Margaret—Why, I don't see how they could find any objections. It costs very little and takes less than an hour a day of our time. It only cost about three and a half cents a day to teach 30 of us how to play and I, for one, would not take a lot for the experience I have gained under such good instruction. I have learned quite a bit about playing the violin as well as a lot more about orchestra work which will help me when I follow up my violin playing for orchestral work.

Then, there is a lot more to be gained than merely the knowledge of music. There is a spirit of co-operation and obedience to discipline which is so vital to orchestra work that will help all of us in our school work, at home and when we get out into the world for ourselves.

Casper—Well, Margaret, I think you have answered the objection that music in the schools is a useless frill. By the way, Teddy, suppose you come up here and answer a few questions about our schools in Hawthorne. I think that will be interesting after hearing our older friends tell us about their early experiences in Hawthorne schools. How many schools has the Hawthorne elementary district?

Ted—There are 6 school buildings. Ballona school is the grammar school and headquarters of the superintendents office. Washington School is on the same grounds. The Washington was

the first real school building and succeeded the first little two-room school. Then there are the Williams Street, the Eucalyptus, the York, and the Fifth Street schools.

Casper—How many students are there enrolled at present?

Ted—The enrollment records show 1525, not including the kindergarten pupils. There are 47 teachers and several other employees beside quite a group of S.E.R.A. directors who are giving us some excellent courses in recreation, aeronautics and radio, with others promised.

Casper—Are the schools gaining in enrollment?

Teddy—Yes, there has been a steady growth year after year. I am told that we have a very high percentage of daily average attendance. May I ask you a question?

Casper—Certainly.

Teddy—Is the chorus of the 8A class on the program for a number? Why not have that now and finish your questions to me afterwards?

Chorus number

CASPER—I noticed, Teddy, that you sang a pretty good tenor with that chorus, where did you learn to sing?

Teddy—Right here at Ballona school.

Casper—Suppose some taxpayer asked you if the school was not wasting a lot of valuable time teaching music, what would you say?

Teddy—I don't think I am wasting time when I spend it on music. A world without music would be a dull sort of place for me and a lot of other folks I know. It is one of the recreations you can enjoy all by yourself or with others.

No matter how much music you give others you have never lost a thing by it if you enjoy it yourself. When I am happy I want to sing and when a lot of persons get together there is nothing of which I know that will get them together in fine spirits like music or community singing. I do not see how anybody can expect to be considered educated unless they have some understanding and an appreciation of music.

Casper—Well, Teddy, after you had explained to Mr. Taxpayer how much music is to be desired, how would you excuse the expense of teaching it in the schools?

Teddy—Expense? Why there is no expense. The band, the orchestra, the glee clubs and guitar club and the piano club are taught outside of school hours and the teachers give their extra time without charge. Speaking of music, I would like to have you ask Mrs. Fritsche, one of our teachers who is on leave of absence, but is in the audience to sing for us.

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Casper—Will you do that, Mrs. Fritsche?

Mrs. Fritsche solo

Casper—Bob, come up here. You are keeping very quiet for you, don't you feel well?

Bob—Feeling fine, Casper, just interested in what Teddy has been telling us but it seems to me we have had a lot to say about music this evening. Why not tell these people something about our clubs?

Casper—You mean the clubs that give you training in stamp collecting, leather-work, journalism, coins, first aid and nursing, dramatics and public speaking, as well as some others?

Teddy—Yes, I am sure that would be interesting, if we have the time.

Casper—When do you attend these clubs?

Teddy—Before regular school hours. One can belong to several as they meet on different days. (Further discussion of school clubs.)

Casper—Bob, has your father ever told you about when he went to school?

Bob—Yes, and he says that if he as much as whispered to the girl who sat in front of him, he had to stay after school; that is, if the teacher caught him at it!

Casper—Then he would be surprised to walk into one of our class-rooms and find us talking about our work and having a fine time making maps or posters or some other thing connected with the unit of work we were engaged in at the time.

Bob—I'd say he would! The school we attend is very different from the "little red schoolhouse" of father's days. Today we do a different kind of work in a different way. We do not have to simply memorize a lot of names and dates as they used to. We associate those names and dates with something interesting and the knowledge sticks with us. Why, our mathematics, reading, geography, history, and language, are all tied in together with some subject covered in our unit of work! The knowledge we acquire has a definite connection and a practical meaning to us.

Casper—Then you find your school work has been interesting so far?

Bob—It certainly has! I am looking forward to entering high school where I can take up some applied course and fit myself for a good position when I graduate; if I do not get a chance to go to college.

Casper—Do you, Teddy, think you get more out of your school than our parents did out of theirs?

Teddy—That is a delicate question, Casper, for my folks are sitting out there tonight! But I can say this, I believe that the schools today

give a fellow a much better chance to get a good practical education than they did a generation ago. It is up to the student to make the most of it. The teacher can't do your lessons for you, you have to get them yourself.

Casper—Well, that ought to convince some of our skeptics that our present school system is an improvement over what our parents had. I am sure that this particular class of ours has really tried to use the school to good advantage. Our superintendent says that we are graduating with the highest average grades of any class that ever came out of Hawthorne Elementary Schools.

AND now, Mr. Buckner, I will turn over the class to you, so that they may have their diplomas presented to them as evidence that they have done their work well enough to be qualified for entry in high school. Ladies and gentlemen, our superintendent of schools, Mr. Herman A. Buckner.

Mr. Buckner—We are very proud of this class which is graduating from our grammar school. It is a real pleasure to have them presented with their diplomas. This pleasant task I am assigning to Mrs. Eleanor Wheeler, a member of our school board of trustees. Ladies and gentlemen and our graduating class of 1935, I present our trustees and very good friend of Hawthorne schools, Mrs. Wheeler.

Presentation of diplomas

* * *

Mrs. Leland Stanford

MRS. LELAND STANFORD, an intimate acquaintance, by Bertha Berner, for many years private secretary to Mrs. Jane Lathrop Stanford. In an interestingly written account, Miss Berner gives the life story of Senator Stanford, Mrs. Stanford, and their only son, Leland.

From the time Leland died in Florence, Italy, March 13, 1884, to Mrs. Stanford's death, the writer lived in the Stanford home. The biography is drawn from daily talks with Mrs. Stanford and the Senator. This is a worthwhile addition to the story of California; published by Stanford University Press.—Roy W. Cloud.

THE First Californians, a pageant, by Mabel A. Stanford, from Saunders Studio Press, Claremont, California. This is a limited edition of 350 copies of a splendidly-told chapter in the history of the great San Bernardino Valley. The historical background of the story really outlines all of the play and sets the stage for the historical characters who lived and worked and accomplished great deeds in the vast southern area of California. All who wish to build up a library of California material should secure a copy of *The First Californians*.—Roy W. Cloud.

Arrows and Driftwood

PROFESSOR Leon J. Richardson, director of University of California Extension Division, is author of "Arrows and Driftwood," essays in lifelong learning, a delightful brochure of 30 pages recently brought out by the Extension Division. With polished and stimulating literary skill Dr. Richardson expounds the philosophy of adult education.

California teachers interested in this notable collection of essays may obtain copies by addressing any one of the offices of the Extension Division, which are as follows: Berkeley, 301 California Hall; Long Beach, 808 Security Building; Los Angeles, 815 South Hill Street; Oakland, 1730 Franklin Street; San Diego, 411 Scripps Building; San Francisco, 540 Powell Street.

Winston Flashes

Beginning this month the column "Winston Flashes" appears regularly in this publication. Many of the facts are startling; all are new, and each has been carefully verified. If at any time you wish to know the source of an unusual fact, drop a line to the John C. Winston Company, Winston Building, Philadelphia, or any one of its offices. The authority for the statement will be sent to you immediately.

A Lad of Dundee

IN the World Book Company's Children of the World series a recent volume is "A Lad of Dundee," by Cuthbert and King. This authentic story of Scotch family life gives children a true picture of Scotch manners and customs. Its setting is modern Scotland, but in the old Highland sayings and folk tales children will hear the echo of shrill pipes and see visions of the tartan and the plaid. The Highland games, the sheep-dog trials, the picturesque fairs where kilts are again seen bring back the colorful days of Bruce and Wallace.

This eighth volume in the Children of the World series emphasizes, as do all in the series, the human side of geography and is designed for grades four to six.

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By Eva D. Edwards, Claremont City Schools, California.

This new book on Japan for the third grade presents in story form the life and customs of modern Japanese children. It is delightfully written and unusually well illustrated.

Children of Mexico.....\$1.25

By Irmagarde Richards and Elena Landazuri.

A vivid story of Mexico from the days of the Aztecs to modern times told through the child life of each period of history. These stories of children, which present a realistic and historically accurate picture of life and customs, are supplemented by stories of history and geography which, in themselves, are fascinating. The manuscript was checked for accuracy by the Department of Education of the Federal District of Mexico and by members of the staff of the National Museum.

The Western Nature Science Series

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Projects in the Social Sciences

LILLIAN COLE, Teacher of Social Sciences, Redlands Junior High School.

TODAY we are hearing much about collectivism, co-operation and group living. We are face to face with the problems of living closely together in harmony and of settling our national, class and individual difficulties by international conferences, public forums and round-table discussions.

The aims of our educational system are changing. We hear more and more emphasis on the duty of the public schools to develop certain desirable citizenship qualities in our youth. The physical education department, through the use of sports, has attempted to do this for many years. But as emphasis is shifting from the individual to the group due to recent economic trends in our social structure, the Social Sciences today dominate the stage of public thinking.

We are confronted with the unique task and responsibility of not only acquainting students with the past in our social, economic and political life, but also to develop those desirable qualities so necessary for present-day life at home, school and the community. Therefore, projects have a definite place in the program of every social science class. They should not be merely a time-filler or appendage to any course but an integral part of every unit of work. Activity work in some cases has been overdone, but so have textbooks, memorizing unimportant facts and even tests. Projects always have been used by good teachers and always will have a definite place in the program of not only the Social Sciences but English, foreign languages and other departments of our junior and senior high schools.

Two Types of Projects

There are two general types of projects—individual and group. The former is of distinct value to the student as it offers him an opportunity for self-expression, personal initiative and creative work. It is also of value to the teacher, as an individual project indicates in a concrete form the pupil's own personality and thus helps care for individual differences. Projects are one of the best methods of integrating related subjects—English, art, science and shop.

I have found by experience that individual projects are of more value to the student at the end of the unit, especially early in the course. After the unit is completed, facts have been

gathered, class discussion taken place and test given; then to assign individual projects clinches the unit. Care must be taken in assigning the project, that the pupil does not repeat himself, but that he develops and tries something different. The unit is first reviewed in class and then an entire class period is devoted to a discussion of possible projects. In elementary and junior high the following suggestions are usually made: models from wood or clay; booklets; maps, picture, relief, physical, etc.; original stories; poems; diaries; cartoons; posters; peep-shows; movies and soap carvings. The next day slips are passed to members of the class and they are asked to indicate on the paper what they intend to make. Those timid souls or undecided ones are then given additional suggestions by the teacher. In a low group much encouragement is needed, as so often, unfortunately, they consider themselves a failure and are resigned to their fate! But judicious suggestions privately given, will yield quick returns in self-confidence.

On the day assigned, each member of the class brings in his work. As he is called upon by the chairman of the day, he steps before the group and shows his project to the class, giving an oral explanation as to the time required, material used, idea and type of project. The projects are arranged before the class in two groups,—models and written material. At the conclusion of the period the projects are judged by the entire class, according to criteria decided upon by the group. These usually assume the general headings of: (1) neatness, (2) originality, and (3) accuracy. Each child votes by secret ballot and by number for one model and one written piece. Ribbons may be used to designate the winners.

Presentation Before the Class

Why do we have the projects presented before the class? Such presentation is of extreme importance as it leads to group appreciation and approval of good workmanship. Students are impartial judges and are extremely critical of their own and others work, if the group has formulated beforehand criteria for judging. On several occasions I have had students refuse to exhibit their work and ask another chance after seeing the projects brought in by others. They realized their own hasty and inaccurate work-

Arithmetic in Agriculture and Rural Life

By C. A. WILLSON

Write publishers for copy—EDWARDS BROS., INC., Ann Arbor, Mich. Price \$1.80 with 20% discount for ten or more. The book is written for the 7th to 9th grades in the rural schools. One reviewer states: "For rural grades VII and VIII, it is obviously superior to most city-made texts. The problems deal with real situations which must be solved in rural life."

manship by comparison much better than to have the teacher criticize their work.

IN advanced classes of intelligent students who have had several years of social science, individual projects of another type is more advantageous. What is a better way to learn to use the library than to assign an individual project? In fact, every high school and college teacher has used oral reports and papers for this purpose many times. Is there any better way to teach your class how to take notes, weigh conflicting statements and authorities, use a card catalog, table of contents, index, etc., than by actual use? So if your aim is to develop certain skills in the use of books and the library, assign to each member of the class individual topics. In American or ancient history important wars, campaigns, personalities or inventions make good topics and is an effective method of covering such material. Give each student a bibliography or if you desire a topic and let him work out his own bibliography. The former is best for the first such assignment. After a class session in methods of taking notes, research and use of books turn the class loose in the library. Many students fail in the social studies because of inefficient habits of work, so the teacher needs to guide and assist the weaker members of the class. The assignment is of more value if the teacher is in the library during the first period of work.

These projects may be varied and may take the form of original stories, diaries, cartoons, letters or essays. Each piece of work must have a bibliography at the end for we must stress accuracy and sound scholarship in preparing all written material. This kind of a project is not only of value in social science but has definite value in English and other subjects.

The second general type of project is the group project. This type is most valuable in all social science courses. These projects may be used at the end of the unit or if necessary at the beginning.

In a class where there is discipline problems or which is too individualistic, this type of project aids in building up group morale and arouses

interest in the subject. These projects may be developed by committees or worked out by the entire class. Experience has led me to believe that often a group project is most effective after at least one individual project has been developed. Then the students may work in committees of two or more members and their reports may be presented in oral or written form. The exact kind of project developed depends upon the class. If the class has much originality and ability then written work or dramatizations may be used. But if the class has distinct manual or art ability then the project may take another form. One class, after a study of medieval life, chose to make a medieval town. Two weeks were allowed for the project. Committees were chosen, one group made the cathedral, of cardboard and plaster; another made the castle; and the third group built the wall and homes of the town, using oatmeal boxes, cardboard and construction paper.

An Accurate and Colorful Frieze

An ancient history class, instead of taking a review test over the work of the semester, decided to paint a frieze illustrating the various cultures studied. Since there were a number of Mexican students in the class we were assured of accurate and colorful drawings. Those not gifted in artistic creation did the lettering and drew large maps of each nations studied. We worked in committees of two members. After selecting a topic we searched for a typical picture of that culture. By the use of wrapping paper and poster paints we achieved a result which was of not only real value in review work to that class but to other classes. Best of all, this class developed an entirely different attitude toward all their school work and were so proud of their group achievement that they invited their friends to see their work. All discipline problems "folded their tents and vanished."

Another class, this time in American history, developed a group project on the national government by constructing a series of large charts on each of the departments of government. Booklets were secured from Washington, D. C.

and pictures were cut from the daily papers. All the material was mounted in chart form.

JUNIOR high students enjoy plays. How they do enjoy presenting their oral reports in dramatic form to the class. At the end of such a period the entire class votes on the presentation which they consider the best. Thus each committee does their best to be interesting and original. The entire class may desire to present in dramatic form, after a study in class, any one of the following: a session of the Pan American Union (after studying the Latin American countries); League of Nations; meetings of the United States Senate or House (after a unit on the Constitution of the United States); meeting of the local City Council; or the Constitutional Convention. Each of the preceding is worked out by the entire class, after the unit of work is completed, by means of committees and class discussion. An impromptu meeting is held before the class. If such a meeting is to be presented in an assembly program or before another audience, practice helps achieve smoother results.

Are projects of real educational value? Do they aid in developing desirable citizenship qualities and form habits of tolerance, co-operation, group responsibility, subordination of individual desires to group welfare? The answer is emphatically in the affirmative. If we are to fulfill our citizenship aims in any course in the social studies, projects must be included.

But we haven't time? Our courses are too crowded with material? Then take time and omit some of that factual material.



The modern high school student enjoys and succeeds in well-planned projects, because projects satisfy so many basic needs.

Will our students become open-minded, sympathetic toward others, develop initiative and co-operation by sitting at a desk with a textbook in their hands and taking individual tests? Only by actually doing the thing where co-operation is needed, tolerance desirable, and group opinion valid, will such traits become habits.

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A Leader Passes

Roy W. Cloud



William John Cooper

Upon his retirement in 1933 from the national office, he was called as professor of education, George Washington University, in which position he continued until his untimely passing.

He was born in Sacramento, November 24, 1882, son of William James Cooper and Belle Stanley (Leary) Cooper. He took his undergraduate work at University of California and received the bachelor's degree in 1906. Continuing in graduate work, he obtained the master's degree in 1917. In 1927 he received the LL.D. degree from Whittier College. In 1928 he received the degree Doctor of Education from University of Southern California. In 1929 he was honored by a similar degree from College of the City of Detroit.

In 1908 Mr. Cooper married Edna Curtis of Sacramento; there are three children, William, Elizabeth and John.

A Brilliant Career

Dr. Cooper had a long and brilliant career in the academic world: 1905-06 he was assistant, department of history, University of California; 1907-10 he taught Latin and history, Stockton High School; 1910-15, head, history department, Berkeley High Schools; 1915-18, supervisor, social studies, Oakland schools. During the World War he was business manager of the War Department's commission on education and special training, Western States.

He was district superintendent, Piedmont Schools, 1918-21; city superintendent, Fresno Schools, 1921-26; city superintendent, San Diego Schools, 1926; California State Superintendent of Public Instruction and State Director of Education, 1927-29; from which position he was

called to the United States Commissionership.

Dr. Cooper, during his state superintendency, was a regent of the University of California. For many years he was an active worker in California Teachers Association, as member of important State Council committees and as a Director. He was prominent in national professional associations and societies, including Phi Beta Kappa, Phi Delta Kappa and Alpha Sigma Phi.

The life of this educator should well be an example to every youth. Working his way through the various educational institutions, he attained positions of highest honor.

Dr. Cooper was highly respected not only in California but throughout the entire nation for his brilliant scholarship, indefatigable energy and high idealism.

* * *

Mark Twain Centennial November 1

IN a nationwide tribute school children of America will pause from their studies on November 1 to honor the memory of the author most beloved by American childhood. This day will be nationally celebrated as "National Mark Twain Day" in schools from one end of the United States to the other.

Recognizing the centenary of Mark Twain as one of unique interest to American school children, state governors will co-operate in issuing proclamations providing for official commemorative exercises.

* * *

A Successful Reading Program

Oscar H. Olson, principal, Roosevelt School, Burlingame, reports that William Cowan, Fifth Grade teacher there, has conducted a very successful reading program. Superintendent Lester D. Henderson has issued an interesting two-page mimeographed synopsis describing Mr. Cowan's technic.

* * *

HELEN CRANDALL has returned to her position in the English department of Oakland Technical High School, after two summers of work in the New York School of Ceramics at Alfred University, New York, and a year spent in advanced study at Columbia University. During the year she completed her committee work on the study of magazine material for the English Teachers Association.

* * *

In Memoriam

THE following teachers in the Oakland School Department passed away during this summer: Beverly M. Nevison, former counsellor and teacher executive, Elmhurst Junior High School; Wilmer E. Coffman, district supervisor of attendance; May Sebring, English teacher, University High School; Margaret Conroy, counsellor and teacher, Prescott Junior High; Martha D. Baker, teacher, Charles Burckhalter School; Ella Olsson, nurse in various schools.

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* * *

Progressive Education Conference

SOUTHERN California Conference of the Progressive Education Association will be held October 18-19-20, Hotel Biltmore, Los Angeles.

Robert L. Lane, assistant superintendent, Los Angeles City Schools, is chairman of the local committee. Arthur Gould, deputy superintendent, Los Angeles City Schools, is a member of the committee.

The national association is sponsoring the conference and furnishing several of the leading speakers.

* * *

School Library Association: State Meeting

SCHOOL librarians from all California will journey to Fresno on October 19 where their annual state conference will be held with headquarters at the Californian Hotel. At 1 o'clock the teachers college, junior college, high school, junior high and elementary school groups will gather at luncheon and talk of plans for the year's work. At 3:30 the board of directors will meet, likewise committees; 7:30, gala oriental banquet with music. Several outstanding authors will be guests. October 20, important business meeting at Fresno State College library. Mrs. Hollis Erickson, president Northern Section, will preside at the business meeting. All members and those interested in School Library work are urged to come.

Coming Events

September 30-October 4—21st National Recreation Congress. Sherman Hotel, Chicago.

October 5—C. T. A. Board of Directors meeting. San Diego.

October 7-9—California School Superintendents. Annual Convention. Coronado.

October 18-20—Progressive Education Association conference, Southern California. Hotel Biltmore, Los Angeles.

October 19, 20—California School Library Association, annual convention. Hotel Californian, Fresno.

October 30—Community Health Meeting, Exposition Auditorium, San Francisco; auspices American College of Surgeons.

November 1—National Mark Twain Day.

November 2—California Elementary School Principals Association, Southern Section, fall conference in co-operation with State Division of Elementary Education and Rural Schools. Riverside.

November 25-27—Stanislaus County and Modesto Teachers Institute. Modesto.

November 25-27—Tuolumne County Teachers Institute. Sonora.

November 25-27—C. T. A. Bay Section Convention and Teachers Institutes. San Francisco and Oakland.

November 25-27—C. T. A. Northern Section Convention and Teachers Institutes. Sacramento.

December 6—C. T. A. Board of Directors meeting. Los Angeles.

December 7—C. T. A. Council of Education Semi-annual Meeting. Los Angeles.

December 14—C. T. A. Southern Section, annual business session.

* * *

CALIFORNIA Elementary School Principals Association, Southern Section, will hold November 2, its annual fall conference in co-operation with State Department of Education, Division of Elementary Education and Rural Schools, at Riverside. Riverside city schools will be hosts to all elementary school principals and district superintendents of Southern California. A program of education and recreation is being planned for mutual improvement. The general subject will be New Methods for Upper Grades. Social-economic changes demand that we constantly improve our program of classroom procedure and supervision.—Harry H. Haw, President, 1935-1936; Alice Birney School, San Diego.



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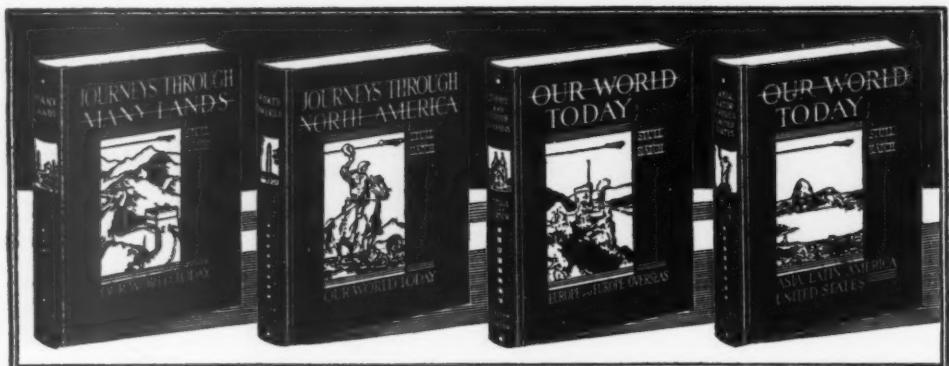
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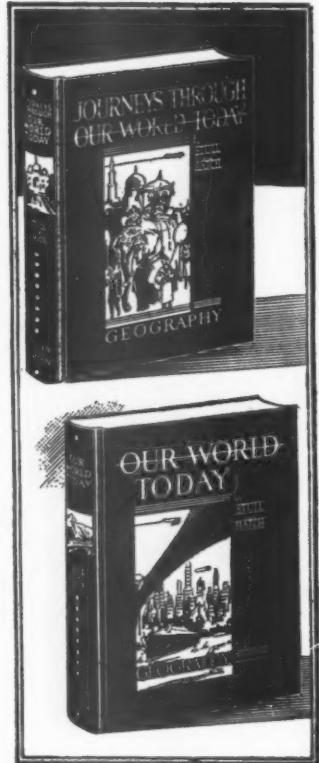
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